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ABSTRACT

This bibliography is designed: (1) to bring information together on research on family roles in literacy acquisition and on parent involvement programs; and (2) to present a range of models, resources, and approaches that English family literacy program designers, curriculum developers, and teachers can use in developing their own programs. The focus is on literacy for non-native English speakers, families where the children often have more English literacy skills than the parents, where parents and children are separated by war or immigration, and where traditional parent involvement models may be inappropriate. The bibliography is divided into five sections: literacy theory and research; ethnographic work on contexts for family literacy; family literacy programs for native English speakers; family literacy programs for non-native English speakers; and holistic and participatory English-as-a-Second-Language (ESL) literacy. A brief list of additional sources of information is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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FAMILY LITERACY

An Annotated Bibliography

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English Family Literacy
An Annotated Bibliography

Compiled by Andrea Nash
Introduction by Elsa Auerbach

English Family Literacy Project
University of Massachusetts
Boston, Massachusetts
1987

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INTRODUCTION

This bibliography is written in an educational context which places increasing emphasis on the importance of family contributions to the development of literacy. With this growing recognition of the benefits of parental participation in education and the corresponding proliferation of programs to promote it, it is increasingly important to develop a conceptual framework for family literacy which can guide program design.

Thus, this bibliography has two purposes: the first is to bring together in one place an overview of research on family roles in literacy acquisition and of studies of parental involvement programs in the hope that this research can begin to inform practice. Our second purpose is to present a range of models, approaches and resources which English family literacy program designers, curriculum developers and teachers can use in developing their own programs.

The particular focus of this bibliography is family literacy for non-native English speakers, families where very often the children have more English and literacy skills than the parents, where parents and children often are separated by war or immigration, and where traditional parental involvement models may be inappropriate.

Thus, in order to move toward a model which addresses the very particular needs of this group, we have divided our bibliography in five sections: the first addresses the question "What is literacy? What are different theoretical perspectives on literacy?" The second asks, "What do we know about how families contribute to literacy development? In particular, how do these contributions and literacy practices vary according to class and culture?" The third section addresses the questions, "What is the current state of the art of parental involvement programs for native English-speaking families? What are the prevalent models and which seem most effective?" The fourth asks, "What are the particular issues which must be addressed in programs for non-native English speakers and how have programs addressed these issues? What are the current approaches, both bilingual and ESL for these families?" The final section presents models and resources for development of a participatory approach to English (or bilingual) family literacy, asking, "How can we build on the strengths and needs of

non-native English speaking families in designing parental involvement programs?"

Hidden assumptions

What we have found in reviewing the literature, is that very often parental involvement endeavors are based on assumptions not borne out by the research. These hidden assumptions include a view that literacy problems arise from inadequacies in family literacy contexts, the assumption that any parental involvement is better than none, that schools know best what constitutes appropriate parental involvement, that family literacy must involve a one-way process of parents assisting children and that there will be a trickle down effect if parents' school-like skills are enhanced. The danger of these assumptions is that, when taken together, they may constitute a new form of the deficit hypothesis which claims that the root cause of schooling problems lies with family factors. Our hope in compiling this bibliography is that the selections will shed light on these assumptions and provide direction in developing approaches which draw on family and cultural strengths rather than once again "blaming the victim."

Toward a social contextual view of family literacy

The first section of the bibliography brings together classic works on literacy theory in order to lay the basis for developing a conceptualization of literacy. The way that literacy is defined shapes program design, but all too often these definitions are not made explicit. Thus, very particular notions of literacy are taken to be universal and left unexamined. Selections in this section provide an overview of how literacy has been defined historically, distinguishing between two main conceptualizations: one which sees literacy in terms of mechanical decoding and encoding processes and another which sees literacy as a range of practices which vary according to their uses and the contexts in which they are situated. According to the latter view, literacy must always be considered in its social context and literacy education must be seen in relation to its impact on this context. Paulo Freire, the leading proponent of this view, argues that literacy education can either serve to reinforce existing social relations or challenge them; it is socially significant to the extent that it allows students to understand and act on the conditions of their lives.

The second section on ethnographic studies of family literacy serves to inform readers a) what research shows about the home literacy practices of different cultural and class groups; b) what happens in the homes of both middle and low income successful readers; and c) how home and school factors interact in literacy development. Findings of studies in this section included the following:

1) The notion that poor, minority and immigrant children fail in school because their homes are barren of literacy materials and practices is wrong: studies found that often these families both value literacy and provide print-rich

environments for their children.

2) It is differences between home and school practices rather than deficits in the home which account for differential school achievement; in a culture which values mainstream "ways with words" as the universal standard for schooling, middle class children whose home literacy practices approximate those of the school have an advantage.

3) What characterizes the homes of successful readers, both middle and low income, is a wide range of opportunities to use literacy-related practices as an integral part of daily family life rather than reinforcement of specific school-like behaviors in the home. Literacy activities are a socially significant aspect of family interactions in these homes.

4) With the new enthusiasm for family literacy, care must be taken not to underemphasize school roles in promoting the acquisition of literacy. In the primary grades, either stimulating homes or enriching classrooms can make good readers; however, in the upper grades, even the most positive home environment cannot compensate for poor schooling. Over-emphasis on parental factors may unduly shift the locus of responsibility off of schools.

5) A critical aspect of family literacy is the social context which shapes it, including the conditions which give rise to literacy problems (like housing, child-care, health problems), culture factors, parents' needs and strengths. Programs which incorporate these contextual factors seem to enhance the possibilities for literacy to become socially significant in family life.

Prevailing trends

Selections in the third section indicate that most parental involvement programs for native-English speaking families are premised on the notion that it is the schools' responsibility to provide parents with guidance on how to support schooling. Thus, the primary trend is school-based programs which promote activities like the following:

- assisting parents to promote good reading/study habits
- giving parents ideas for home tutoring
- giving parents guidelines for helping with homework
- providing recipe books or calendars to structure parent-child literacy activities
- teaching parents to make and play games which reinforce skills
- training parents in specific behaviorally-oriented techniques for reading with children (paired reading, listening to reading, reading to children, etc.)
- giving workshops on effective parenting

What unifies these models is a view that parental involvement entails specific instructional encounters which extend the use of mainstream school literacy practices into the home. The intervention programs claim mixed success: often studies cite obstacles to participation (like health or employment problems, conflicts with teachers, etc.) which impede implementation; other models, notably

the paired reading model developed by Keith Topping and associates in England, claim significant gains in achievement.

It is particularly interesting to note that there are so few examples of programs which build on the findings of the ethnographic research work, promoting a diversity of literacy-related family interactions which take into account social-contextual factors, addressing parents' needs and strengths. The question then becomes, if the obstacles to participation are addressed as an integral part of program design and the definition of literacy work is broadened to include more than school-like work, what might the outcomes be? If programs were shaped less by school needs and more by family or community needs, what might happen? The findings from the ethnographic work suggest that this is a neglected dimension of family literacy work which deserves to be explored further.

Many of the same "transmission of school practices" models characterize the program for ESL families outlined in section IV. An additional component often found in these programs is instruction about cultural aspects of American education. However, this section also includes an alternative model, one which starts not with mainstream school practices, but the investigation for home and community culture and literacy practices. Often these programs promote communication in the home language as the basis for family literacy interactions and school success.

Studies in this section raise a number of important questions: 1) Are parental involvement models designed for literate native English speakers appropriate for ESL parents who may not be literate either in English or the home language? 2) How can home/community cultural norms be validated and incorporated into program design? 3) How can the social conditions of parents' lives, their needs and limitations become possibilities rather than liabilities? The literature of literacy theory and ethnographic work suggests that what is appropriate for this group is a model which starts with community issues and practices rather than with mainstream norms. Since family and community issues, linguistic and cultural factors vary from classroom to classroom, it is important not to impose a single set of practices or body of knowledge on every situation. What we are suggesting is a context-specific approach which investigates with students the particular conditions and issues which can make literacy socially significant for them.

The fifth section looks at models and materials which promote this social-contextual view of ESL adult literacy. Our sense in reviewing the literature is that a participatory approach to curriculum development can best address the need to incorporate the range of issues and concerns in students' lives. While few of the selections in Section IV have a family focus, they follow a participatory curriculum development process which is appropriate for family literacy programs. This process starts with students and teachers working together to identify important issues in family and community life; these themes become the content of ESL literacy instruction through a range of participatory activities. This work, in

turn, is extended outside the classroom in order to address the conditions which motivated the process. Selections in this section cover: 1) the theoretical framework for this approach; 2) documentation of projects putting the approach into practice; 3) materials for curriculum development and student use; 4) participatory methods and activities; 5) materials generated by students using this process; 6) resources for further information.

Future directions

Our hope is that this bibliography will assist educators in developing their own conceptualizations of family literacy and guide them toward resources which can further this work. We in the UMass Family Literacy Project are currently exploring the possibilities of a participatory, social-contextual approach to English family literacy, and documenting this process as we go. One piece of our work will be to produce a report which provides a more extensive, in-depth review of the literature in this bibliography. In addition, it will outline a participatory curriculum development process and document our own work in implementing this process. We would very much like to hear about other projects which are exploring the issues of family literacy for non-native English speakers so that this work can be shared and used to inform future practice.

I. LITERACY THEORY AND RESEARCH

The readings in this section provide a theoretical framework for conceptualizing literacy and literacy education. Because this conceptualization—the way literacy is defined and understood—is so important for program design, we have included a number of selections which contrast different approaches to literacy. Several of the entries critically review the literature of literacy theory, distinguishing between two perspectives: the first sees literacy as a mechanical reading and writing process, and emphasizes technical aspects of acquiring sequential skills; the second sees literacy as a complex range of practices tied to the social contexts they take place in and the uses to which they are put. According to this view, literacy education can either serve to reinforce or to challenge the existing social order and the learner's place in it. Several of the entries develop this latter perspective either from a theoretical or an ethnographic standpoint.

Baynham, Mike and Jane Mace. *Doing Research: A Collection of Papers on Research and Practice in Adult Literacy.* London: Lee Community Education Centre, Goldsmiths' College, 1986.

This volume reports British perspectives which emerged from a working conference on adult literacy research. Central to the papers is the notion of redefining research to include learners as co-investigators and collaborators in the research process. Processes for doing interviews, tapes, transcriptions and observations are included.

Bennett, Adrian T. "Discourses of Power, the Dialectics of Understanding, the Power of Literacy," *Journal of Education*, 165:1 (Winter 1983).

The study of literacy has recently been made a major focus of attention in socio-, psycho-, and anthropological linguistics. Our understanding of how literacy affects both consciousness and social relations is still enormously vague, though sociolinguists have greatly expanded our knowledge of the nature, forms, and uses of a variety of literacies. They cannot, however, answer the question: Why do particular modes of literacy correlate with particular modes of social organiza-

tion, cultural form, and political and economic developments? This analysis of a narrative elicited from a highly creative Mexican-American child provides some insight into the dialectical relationship between meaning-making and social relations.

Cook-Gumperz, Jenny (Ed.). *The Social Construction of Literacy.* Cambridge: Cambridge University Press, 1986.

The focus of this collection is the ways in which schools shape the acquisition of literacy. Literacy is seen not just as a cognitive process but as a socially defined phenomenon constructed through schooling to achieve particular societal functions. The first article addresses the historical functions of literacy in social stratification. The rest of the volume looks at classroom interactions around literacy events which shape the differential acquisition of literacy. The gap between home and school language experiences is addressed in Gordon Wells' article.

Diaz, Stephen, Luis C. Moll and Hugh Mehan. "Sociocultural Resources in Instruction: A Context-Specific Approach," in *Beyond Language: Social and Cultural Factors in Schooling Language Minority Children.* (California State Department of Education.) Los Angeles: Evaluation, Dissemination and Assessment Center, California State University, 1986.

In this article, the authors make a strong case for developing a context-specific approach to literacy instruction; they argue for a methodology which connects classroom and community practices. Issues they address include: 1) The role of first language literacy in the acquisition of second language literacy; 2) The relationship between comprehension and production in literacy acquisition tasks; 3) The relationship between school and community literacy settings; 4) Parental concern with the relationship between literacy and social issues. While their study focuses on the acquisition of literacy for school-age children, their arguments are equally relevant to adult literacy instruction.

Donald, James. "How Illiteracy Became a Problem (And Literacy Stopped Being One)," *Journal of Education*, 165:1 (Winter 1983).

In the late eighteenth and early nineteenth centuries, the conjunction of fairly widespread literacy with a new radical political discourse produced a powerful cultural movement in England. In responding to it, the ruling bloc devised new modes of ideological intervention which had significant effects on the shape of the emerging state apparatus. By the time Forster's Education Act was introduced in 1870, the political "problem" had been redefined in terms of the illiteracy, deficient language, and debased tastes of working-class pupils. This history raises questions about the conceptualization of hegemony and resistance in the sociology of education.

* Elsasser, Nan and Vera P. John-Steiner. "An Interactionist Approach to Advancing Literacy." *Harvard Educational Review*, 47 (August 1977), 355-369.

Authors present an approach to literacy instruction based on the work of L.S. Vygotsky and Paulo Freire. Educational change is intertwined with social change since there are complex interactions among educational, political, social, and cognitive factors. The authors stress the importance of dialogue, both oral and written, as the means by which individuals can attain the long term objectives of using literacy as a tool for both personal cognitive growth and social transformation. They conclude by illustrating various instructional principles and strategies which build upon both Vygotsky's and Freire's notions of dialogue.

Freire, Paulo. *Pedagogy of the Oppressed*. New York: Seabury Press, 1970.

In this major theoretical text, Freire critiques the "banking" model of education and advocates an emancipatory adult education pedagogy which links literacy and social change.

Freire, Paulo. *Education for Critical Consciousness*. New York: Seabury Press, 1973.

This volume contains the essay "Education as the Practice of Freedom" which explains Freire's literacy method in concrete terms, with examples from the literacy work in Brazil.

Freire, Paulo. "The Importance of the Act of Reading," *Journal of Education*, 163:1 (Winter 1981).

The question of the importance of reading is addressed by considering the ways in which experience itself is read through the interaction of the self and the world. Through examining memories of childhood, it is possible to view objects and experiences as texts, words, and letters and to see the growing awareness of the world as a kind of reading through which the self learns and changes. The actual act of reading literary texts is seen as part of a wider process of human development and growth based on understanding both one's own experience and the social world. Learning to read must be seen as one aspect of the act of knowing and as a creative act. Reading the world thus precedes reading the word and writing a new text must be seen as one means of transforming the world.

Freire, Paulo. *The Politics of Education: Culture, Power and Liberation*. South Hadley, MA: Bergin and Garvey, 1985.

This volume brings together recent writings of Freire which further develop his critique of traditional literacy and elaborate on the relationship between critical literacy and social change. Included is the important article "The Adult Literacy Process as Cultural Action for Freedom" which gives an overview of his ap-

proach, as well as articles about the relationship between conscientization and learning to read, the process of creating texts and the notion of political literacy.

Freire, Paulo and Donaldo Macedo. *Literacy: Reading the Word and the World.* South Hadley, MA: Bergin & Garvey, 1987.

This latest volume on Freire's approach to literacy develops the theme of the connections between literacy (the word) and social reality (the world). Literacy is seen as more than mechanical reading and writing skills; it is a process of critically reading the world in order to understand and change it. The book includes chapters on the literacy campaigns in Guinea-Bissau, Sao Tome and Cape Verde, on "The Illiteracy of Literacy in the U.S.", and on the role of language in acquiring literacy.

Gee, James. "Orality and Literacy: From *The Savage Mind* to *Ways With Words.*" *TESOL Quarterly*, XX: 4 (Dec. 1986), 719-746.

The article gives a cogent review of the literature of literacy theory, summarizing major works in terms of their perspective on what it means to be literate. Gee contrasts the trend which sees literacy as linked to higher order mental skills with the trend which sees literacy as context and culture-specific. He concludes with a discussion of the implications of one's perspective on literacy for language teaching. This article is probably the single best place to get a brief view of literacy theory in relation to language teaching.

Holdoway, Don. *The Foundations of Literacy.* Sydney: Ashton Scholastic, 1979 (distributed by Heinemann Education Books).

This classic volume describes holistic approaches to initial literacy including theoretical background, the use of big books and shared reading, language experience approach and the relationships between language and literacy acquisition. It provides an invaluable framework for sharing whole language approaches with parents who want to do literacy work with their children.

Kozol, Jonathan. *Illiterate America.* New York: Doubleday, 1985.

Kozol presents a political analysis of the causes of illiteracy in America with a critique of currently popular approaches to addressing the problem. While there is little specific reference to second language literacy, the analysis of approaches is a useful framework.

Lytle, Susan, Thomas Marmor, and Faith Penner. 1986. "Literacy Theory in Practice: Assessing Reading and Writing of Low Literacy Adults." Unpublished paper. Philadelphia: University of Pennsylvania, Graduate School of Education. 3700 Walnut Avenue, Philadelphia, PA 19104.

This paper provides an extensive critical overview of literature of adult literacy theory and assessment. It contrasts the currently popular skills-based models of literacy and assessment with a holistic, socio-cultural model. The authors propose an innovative approach to assessment which incorporates the contexts and uses for literacy as well as strategies that adults bring to literacy tasks. It reports on the methodology, research questions and findings from an initial study which implemented this assessment model with participants in an adult literacy program in Philadelphia. The paper is invaluable for those seeking alternatives to traditional quantitative assessment tools.

Macedo, Donaldo P. "The Politics of an Emancipatory Literacy in Cape Verde," *Journal of Education*, 165:1 (Winter 1983).

The literacy program in Cape Verde is examined in the light of theories of cultural production and reproduction. It is argued that the spoken language must be used in literacy programs if literacy is to be an important part of an emancipatory pedagogy. In this case, the use of Portuguese rather than Capeverdean has led to the reproduction of a colonialist, elitist mentality. The cultural capital of the people of Cape Verde has been discounted and literacy has been only functional literacy in Portuguese rather than the means to a critical appropriation of Capeverdean culture and history.

Roth, Rita. "Schooling, Literacy Acquisition and Cultural Transmission." *Journal of Education*, 166:3 (1984), 291.

This paper explores the relationship between schooling and the acquisition of literacy and the implications of this relationship for cultural transmission. The focus of the discussion is literacy as reading, particularly the experience of being taught to read in the first grade. Beginning with the assumption that research is socially constructed, and, thus, simultaneously acts and is acted upon by social/cultural influences, a connection is drawn between the practice of early reading instruction, the prevailing mode of social science, and cultural transmission.

* Scribner, Sylvia and Michael Cole. "Unpackaging Literacy," in Marcia Farr Whiteman (Ed.), *Variation in Writing: Functional and Linguistic-Cultural Differences*. Writing: The Nature, Development, and Teaching of Written Communication Series, Volume I. Hillsdale, New Jersey: Erlbaum, 1982.

The authors suggest how their research into the psychological effects of literacy may apply to current educational concerns. They briefly review some of the most important thinking on this topic, referring to Vygotsky, Havelock, and Ong, and then present a common definition of writing which ignores contexts of use. Scribner and Cole's research shows that "writing serves a wide variety of social functions"; more, the model of writing as basically one process fails to indicate

"the multiplicity of values, uses, and consequences which characterize writing as social practice."

Smith, Frank. *Essays into Literacy.* Exeter, NH: Heinemann Educational Books, 1983.

Some of Frank Smith's most important articles on reading theory are collected in this volume, which links theory with practice. Smith's work has shaped current thinking about reading instruction and is a must for literacy teachers. His article "Twelve Easy Ways to Make Learning to Read Difficult" is a particularly clear and relevant piece for ESL teachers.

Street, Brian V. *Literacy in Theory and Practice.* Cambridge: Cambridge University Press, 1984.

Street's major contribution is his distinction between "autonomous" and "ideological" literacy. The former sees literacy as a neutral technology detached from specific social context. The latter sees literacy practices in terms of their uses and consequences in particular contexts. Street reviews the work of literacy theorists in light of this distinction, critiquing the "autonomous" model for equating one culture specific literacy practice ("essay-test" literacy) with literacy in general. This analysis of literacy is useful for comparing home and school literacies.

* Szwed, John F. "The Ethnography of Literacy," in Marcia Farr Whiteman (Ed.), *Variation in Writing: Functional and Linguistic-Cultural Differences.* Writing: The Nature, Development, and Teaching of Written Communication Series, Volume I. Hillsdale, New Jersey: Erlbaum, 1982.

Szwed contends that recent research, especially ethnographic research, has shown that there is not one single standard of literacy for all people. Instead, he says there is a "plurality of literacies" based on the particular social context and the individual's needs, purposes, and motivations for reading and writing within that context. Szwed maintains that we must move beyond school-based notions of literacy which view reading and writing as abstract, decontextualized skills. We must attempt to discover the social meaning of literacy in ordinary life activities of ordinary people; literacy instruction must be built around the ways real people use reading and writing in their lives.

* Annotation quoted from Kazemek, Francis and Pat Rigg. *Adult Literacy: An Annotated Biblography.* Newark, Deleware: International Reading Association, 1984.

II. ETHNOGRAPHIC WORK ON CONTEXTS FOR FAMILY LITERACY

This section looks at the literacy contexts children experience in their home and community environments and ways these contexts influence their success in a school literacy environment. It includes studies of: transferability of specific home-learned literacy skills to school, culturally-related functions of literacy in the home, differences between home/school literacy needs and expectations, and studies of particular home reading practices.

Anderson, Alonzo, William H. Teale and Elette Estrada. "Low-Income Children's Preschool Literacy Experiences: Some Naturalistic Observations," *Quarterly Newsletter of the Laboratory of Comparative Human Cognition*, 2.30 (July 1980), 59-65.

Twelve families—four black, four Mexican-American, and four Anglo—were studied to see how the preschool literacy experiences of children from low-income families shape their literacy development in school. By documenting activities that lead up to a literacy event, the event and co-occurring activities, and subsequent events, researchers hoped to develop an understanding of the way literacy activities are structured and valued in various cultural environments. This can shed light on the mismatch between the applications of literacy at home and school.

Chapman, Diane L. "Let's Read Another One." in Tovey and Kerber (Eds.), *Roles in Literacy Learning*. Delaware: IRA, 1986.

The author reports findings from an observational study of 18 parents sharing books with pre-school children from 3 socio-economic groups. Her study addresses the question "What is it that parents do to facilitate the child's transition to literacy?" She identifies six behaviors common to the three groups in book sharing: relating book events to the child's life, expanding the child's world, providing information about books and reading, helping the child get meaning from pictures, helping the child get meaning from text, and encouraging reading-like behavior. Each of these behaviors is illustrated by examples of parent-child interactions.

Cochran-Smith, Marilyn. "Reading to Children: A Model for Understanding Texts," in B. Schieffelin and P. Gilmore (Eds.), *The Acquisition of Literacy: Ethnographic Perspectives*. Norwood, NJ: Ablex, 1986.

This study examines the role of interactions around story-reading for pre-school children from middle class "literacy-oriented" families. Two findings are particularly relevant to family literacy programs. 1) in both the homes and the pre-school of these children, interactions around print occured *not* for the purpose of teaching literacy skills but rather as a routine aspect of everyday adult-child transactions. Thus literacy *per se* was not taught. 2) Story-reading became the key context for these transactions, and it was a conversation event which involved active participation of both children and adults in negotiating meaning. Cochran-Smith argues that through this interaction children develop the scaffolding for understanding decontextualized texts. What is significant about story-reading is the talk that surrounds it rather than the reading itself.

Franklin, Elizabeth Anne. "Literacy Instruction for LES Children," *Language Arts* 63:1 (Jan. 1986), 51-60.

Notions of the way literacy is learned and used are culturally based. The cultural assumptions that teachers bring to literacy instruction affect the way they teach and evaluate literacy skills. Non-native English speaking children, (who do not have the metalinguistic knowledge of English sounds, letters, and words) must rely on a broader range of cues to build meaning. Franklin proposes that literacy instruction based on real-life, contextualized literacy use, exposure to literacy for a variety of purposes, and the use of texts that express familiar and relevant concepts will best help limited English students develop literacy.

Heath, Shirley B. *Ways With Words*. Cambridge: Cambridge University Press. 1983.

This ethnographic study of literacy practices in three communities highlights cultural differences in ways of interacting with print and acquiring litearcy. It is particularly important in providing a framework for understanding differences between home and school literacy practices and identifying those "mainstream" practices which schools demand. It raises difficult questions about whether and how to promote home/school literacy practices through parental involvement programs.

Heath, Shirley Brice. "What No Bedtime Story Means: Narrative Skills at Home and School," *Language in Society*, II (1982), 49-76.

"Ways of taking" from books are a part of culture and as such are more varied than current dichotomies between oral and literate traditions and relational and analytic cognitive styles would suggest. Patterns of language use related to books are studied in three literate communities in the Southeastern United States,

focusing on such "literacy events" as bedtime story reading. One community, Maintown, represents mainstream, middle-class, school-oriented culture; Roadville is a white mill community of Appalachian origin; the third, Trackton, is a black mill community of recent rural origin. The three communities differ strikingly in their patterns of language use and in the paths of language socialization of their children. This comparative study shows the inadequacy of the prevalent dichotomy between oral and literate traditions, and points also to the inadequacy of unilinear models of child language development and dichotomies between types of cognitive styles. Study of the development of language use in relation to written materials in home and community requires a broad framework of sociocultural analysis.

Heath, Shirley Brice, and Amanda Branscombe. "'Intelligent Writing' in an Audience Community: Teacher, Students, and Researcher," in S.W. Freedman (Ed.),*The Acquisition of Written Language: Revision and Response*. Norwood, NJ: Ablex, 1984, 3-32.

The authors describe the writing development of a 9th-grade "basic" English class over the course of one year. During the first semester, students wrote letters to partners in higher grades, students who shared their context of school and community. Second semester students wrote to Shirley Brice Heath, a stranger with whom they held little shared knowledge. Student writing greatly improved as they developed an understanding of writing for specific audiences—readers with particular needs for varying levels of background information and context. They went on to research the literacy activities in their own homes, taking and interpreting field notes, responding to the research of others and, most of all, writing with the genuine purpose of communicating their knowledge to an unknown reader. This work is an important contribution to the literature on participatory research.

Michaels, Sarah. "Sharing Time: Children's Narrative Styles and Differential Access to Literacy," *Language in Society*, 10:3 (Dec. 1981), 423-442.

This is a study of a discourse-oriented classroom activity in an ethnically mixed, first grade classroom. "Sharing time" is a recurring activity where children are called upon to describe an object or give a narrative account about some past event to the entire class. The teacher, through her questions and comments, tries to help the children structure and focus their discourse. This kind of activity serves to bridge the gap between the child's home-based oral discourse competence and the acquisition of literate discourse features required in written communication.

Through a detailed characterization of the children's sharing styles, evidence is provided suggesting that children from different backgrounds come to school with different narrative strategies. When the child's discourse style matches the

teacher's own literate style and expectations, collaboration allows for informal instruction in the development of a literate discourse style. For these children, sharing time can be seen as a kind of oral preparation for literacy. In contrast, when the child's narrative style is at variance with the teacher's expectations, collaboration is often unsuccessful and, over time, may adversely affect school performance and evaluation. Sharing time, then, can either provide or deny access to key literacy-related experiences, depending, ironically, on the degree to which teacher and child start out "sharing" a set of discourse conventions and interpretive strategies.

Moon, Cliff. "The Influence of Home on Learning to Read," *Journal of Research in Reading*, 2:1 (1979), 53-62.

Large scale investigations into home variables and educational success frequently demonstrate relationships between global factors such as socio-economic status, education of parents, etc. and general educational achievement, of which attainment in reading is often taken as an index. This paper reports a small but detailed study of home influences on the early stages of learning to read. Attainment in reading at age 7 was found to be strongly predicted by knowledge of literacy on entry to school, and this in turn to be predicted by parental interest in literacy and quality of verbal interaction with the child in the pre-school years. The child's own pre-school interest in literacy was not found to be strongly associated with later success.

Philips, Susan U. "Literacy a a Mode of Communication on the Warm Springs Indian Reservation," in Eric H. Lenneberg and Elizabeth Lenneberg (Eds.), *Foundations of Language Development*, Volume 2, New York: Academic Press, 1975.

Philips explores the social uses of literacy in a community of Indians in central Oregon. She says that a diversity of codes and speech styles depend, in part, on particular social contexts. Thus, one must view literacy as "one of many modes of communication comprising the communicative repertoire of a community rather than to view the functions of literacy in isolation." Philips describes how the functions and uses of literacy and the perceptions of the value of literacy differ greatly between the members of the Indian community and the educators of the white public school community. She contends, therefore, that educators must design literacy programs "that build on current local uses of literacy, and on current needs—not on presupposed uses that are in fact nonexistent."

Schieffelin, Bambi B. and Perry Gilmore (Eds.). *The Acquisition of Literacy: Ethnographic Perspectives*. In the series *Advances in Discourse Processes*, Vol. XXI. Norwood, NJ: Ablex, 1986.

Articles in this volume examine social and cultural contexts for the acquisition of literacy both in and out of school. They analyze how culture-specific literacy events (adult-child interactions around texts from story-reading to doing homework) shape literacy development; they examine similarities and differences in home and school structures for using literacy and how these structures may shape each other. Finally, articles examine the consequences of literacy/illiteracy for the social order, arguing that literacy instruction teaches more than decoding—it influences social organization and values. See also entry for M. Cochran-Smith.

Smith, David M. et al. *Using Literacy Outside of School: An Ethnographic Investigation. Final Report.* Pennsylvania Univ., Philadelphia. 16 (April 1982).

A 2-year study examining the leisure reading and language arts instruction in elementary school classrooms in West Philadelphia led to the conclusion that many school practices were based upon questionable assumptions about the out-of-school lives of students. Consequently, the researchers were asked to describe families with which they were working. Although most of the reports describe inner city black families, two reports look at literacy use among relatively recently arrived Southeast Asians. All of the families were concerned that their children succeed in school, but not at any cost. Two themes that characterized these portraits are (1) the care with which the families organized themselves to make full use of the resources they had to meet the demands of school and the workplace while living lives of dignity and happiness, and (2) the fear that they might not have been doing everything they should or could be.

Snow, Catherine. "Factors Influencing Vocabulary and Reading Achievement in Low Income Children," in R. Apple (Ed.), *Toegepaste Taalwetenschap in Artikelen Special 2.* Amsterdam: ANELA, 1987, 124-128.

This article summarizes findings from a study of home and school factors contributing to the literacy development of 32 low income elementary school students. The study found a relatively high level of literacy skill and use among the parents of the children, concluding that the absence of home literacy cannot be implicated as the source of reading failure. Instead it found a wide range of home factors predicting different aspects of literacy; it further found that school factors were increasingly in the upper grades—thus, "either literate, stimulating homes or demanding, enriching classrooms can make good readers."

Snow, Catherine et al. *Families and Literacy: Low Income Children's Acquisition of Literacy.* Cambridge: Harvard University Press, forthcoming.

This volume presents findings from a study of 32 low-income children's acquisition of literacy in home and school contexts. The study concluded that it is not impoverished home literacy environments but rather a complex range of home and school factors which account for achievement in various aspects of literacy. It

analyzes which home/school factors contribute to which aspects of literacy development. Different kinds of stimulation are necessary at different stages of development. In the early years through grade three, positive home factors can compensate for weak school factors, but in the upper grades school factors become increasingly important.

Spencer, Margaret. "Emergent Literacies," *Language Arts*, 63:5 (Sept. 1986), 442-453.

The notion of literacy evolves in a social context. In a complex technological society, changes in our ways of "knowing" are reflected in the changing social function of written text. Yet these changes are not recognized in the schools, where traditional texts and practices perpetuate a narrow definition of literacy as a set of skills divorced from function and context. "Emergent literacies" are those that evolve with our constantly changing ways of packaging and sharing information. The author observes that the transition from home to school is difficult for students because the emergent literacy skills they have learned at home go unrecognized and unrewarded in school.

Taylor, Denny. *Family Literacy: Young Children Learning to Read and Write*. Exeter, NH: Heinemann Educational Books, 1983.

This book, perhaps the most in-depth analysis of family literacy interactions from an ethnographic perspective, is based on a three-year study of six families with children considered to be successfully learning to read and write. The study is interesting both because of its examination of how literacy activities are part of daily family life and because of the methodology—the attempt to develop systematic ways of looking at reading and writing activities in family life. While the families studied include Anglo, middle class and literate parents, Taylor considers implications for other cultural contexts, suggesting that current adult literacy programs place "undue emphasis on specific didactic encounters [which] might unwittingly undermine the opportunity for reading and writing to become socially significant . . . and an integral facet of family life."

Taylor, Denny. "The Family and the Development of Literacy Skills and Values," *Journal of Research in Reading*, 4:2 (1981), 92-103.

This paper presents the initial findings of three years of field work with six families in which the children were considered by their parents to be successfully learning to read and write. The study represents an attempt to develop systematic ways of looking at reading and writing as activities which have consequences in and are affected by family life. In the present report, it is suggested that multigenerational family literacy patterns mediated by personal experiences of everyday life are of fundamental importance to the child's development of an individual educative style and, therefore, to learning to read and write. Within this

context emphasis is placed on the importance of the children's family experiences of print which are varied in form and function.

Teale, William H., "Parents Reading to Their Children: What We Know and Need to Know," *Language Arts*, 58:8 (Nov./Dec. 1981), 902-912.

The author reviews the major studies on reading to children to assess what we "know" about the correlations between these interactions and improved literacy skills. While these works describe the impact of parental reading on their children's skills, Teale notes that they do not explain how this happens. What about the interaction works? He leaves us with suggestions for further inquiry.

Urzua, Carole. "A Children's Story" in Pat Rigg and D. Scott Enright (Eds.), *Children and ESL: Integrating Perspectives*. Washington D.C.: TESOL, 1986, 93-112.

This story reports the quest of a researcher in search of information about how four children from Southeast Asia are learning English literacy. As she observes them, she finds that the answer derives from a complex set of factors that go well beyond the language classroom. One unexpected observation is that the child who is having the least success comes from a home that offers many possibilities for literacy activities, while the most successful students come from homes where written materials are scarce.

Wells, Gordon. *The Meaning Makers: Children Learning Language and Using Language to Learn*. Portsmouth, NH: Heinemann Education Books, 1986.

The research reported in this volume examines the relationships between language, literacy and learning among children. It describes the relationships between home and school learning, asking the question, "What is the nature of the differences between home and school language differences and do they affect all children equally?" The study singles out the role of the literacy environment, and specifically, the sharing of stories, as the most important factor in determining school success.

* Annotation quoted from Kazemek, Francis and Pat Rigg. *Adult Literacy: An Annotated Biblography*. Newark, Deleware: International Reading Association, 1984.

III. FAMILY LITERACY PROGRAMS FOR NATIVE ENGLISH SPEAKERS

This section includes articles discussing the need for parent involvement in reading and descriptions of particular programs in the United States, Canada and Great Britain. All of these programs were initiated by the schools and most rely on literate parents to carry them out. A variety of methodologies are presented, evaluated, and compared. In addition, several of the selections offer specific suggestions to parents for home reading activities. Others provide educators with guidance in setting up their own parent involvement programs.

A. Focus on children

Bush, Avril. "Paired Reading at Deighton Junior School," in Keith Topping and Sheila Wolfendale (Eds.), *Parent Involvement in Children's Reading*. New York: Nichols Publishing, 1985.

Paired Reading is a teaching technique whereby the tutor and learner read chorally until the student decides to continue "solo." It is distinguished by its emphasis on fluency and the use of context to interpret meaning. Parents guide the reader with positive feedback and prompt modeling. The motivation to understand is enhanced by having the children select the readings. This program of Paired Reading Involving Non-Teachers (PRINT) was set up in a multiracial, working-class area to address the low literacy achievement of children. Reading pairs entered and left the program according to interest. The NEALE test showed significant gains for students who participated in the program, although this varied by ethnic group. Asian students, whose parents were unable to participate, were paired with other relatives or adults, which impacted their scores. Benefits included: improved family relations, fewer behavior problems, increased confidence, and increased interest in reading.

Cassidy, Jack and Carol Vukelich. "Survival Reading for Parents and Kids: A Parent Education Program," *Reading Teacher*, 31 (March 1978), 638-641.

Survival reading encompasses the ability to read materials common in daily life. While an exclusive focus on such skills is controversial, they are nonetheless

important and parents can be easily involved in developing them with their children. Parent education workshops are described. Parents report increased child interest in literacy activities, especially when children can read words in the "real world."

Cooper, Judith. "Book-share: Involving Parents in Nursery Literacy," *Reading*, 21:2 (1987), 99-105.

In this article, the author presents weekly documentation of her efforts to involve parents with the reading of their pre-school age children. These efforts were motivated by an expressed sense of failure from some of the children—children who were actually successful at an array of pre-reading tasks and who showed great interest in books. Cooper wondered whether this sense of failure was related to their parents' view of reading. The parental involvement program that she organized was designed to broaden this view and to focus on the expressed interests and concerns of both children and parents. This account describes the strengths and weaknesses of the project while it traces the participants' expanding awareness of the reading process.

Epstein, Joyce L. "School Policy and Parent Involvement: Research Results," *Educational Horizons*, (Winter 1984), 70-72.

In a survey of 82 elementary school teachers and the parents of the children in their classes, researchers found that teachers who invited parents to attend workshops at school and help out in classrooms were more likely to ask parents to become involved in home-learning activities. The demonstration of parent interest helps teachers feel more comfortable about suggesting home involvement. For the parents' part, they feel more comfortable engaging in home activities once they are familiar with what happens at school and get some encouragement from teachers.

Flood, James E. "Parental Styles in Reading Episodes with Young Children," *Reading Teacher*, 30:8 (May 1977), 864-867.

Flood reports on a study of the effectiveness of parental styles in reading at home to their preschoolers. The 36 children observed represented a range of ethnic groups and socioeconomic levels. Experimenters found that, of 14 items, the 6 factors that most correlated with improved prereading tasks were: number of words spoken by child, number of questions answered by child, number of questions asked by child, warm-up questioning by parents, post-story evaluative questioning, and positive reinforcement. He concludes, from this, that children must be interacting with the story from beginning to end, extending and relating ideas to their experiences.

Hannon, P.W. and P. Cuckle. "Involving Parents in the Teaching of Reading: A Study of Current School Practice," *Educational Research*, 26:1 (Feb. 1984), 7-13.

Little is known about schools' attitudes to parental involvement in at-home, as opposed to in-class educational activities. Therefore a study was made of a sample of 16 infant and first schools. Interviews were carried out with head teachers, all teachers of seven-year-olds, and some of their pupils. It was found that while there was general support for the idea of parental involvement in the teaching of reading, this stopped short of helping parents hear their own children read at home. An examination of the schools' practice suggested that at present comparatively few children regularly take school reading books to read at home.

Hewison, Jenny. "Parental Involvement and Reading Attainment: Implications of Research in Dagenham and Haringey," in Keith Topping and Sheila Wolfendale (Eds.), *Parent Involvement in Children's Reading*. New York: Nichols Publishing, 1985.

What factors characterize successful readers in a working-class area? In the Dagenham study, information about the home background and IQs of a sampling of 7 year olds was collected. The factor most strongly associated with reading success was whether or not parents regularly heard the child read at home. The Haringey Reading Project was designed to test this finding. Parents were not given specific training other than encouragement to extend what they already did—listen to their children read. Results show improved reading performance due to increased practice and enhanced motivation.

Hoskisson, Kenneth, Thomas M. Sherman and Linda L. Smith. "Assisted Reading and Parent Involvement," *The Reading Teacher*, 27 (Ap. 1974), 710-714.

Assisted reading is a technique that is applied differently to children of different reading levels. In the first phase, the parent reads to the child with some form of child repetition of words or sentences. At a higher level, children read to the parents, with correction only when it is requested. Parents are trained to use positive reinforcement and avoid criticism. In this four-month study, the reading-delayed second graders were "assisted" by their parents 3-5 times a week for 15-20 minute sessions. They showed a large increase in reading rate and SAT scores, decrease in miscues, as well as improved attitude toward reading.

Lindsay, Geoff, Allison Evans and Ben Jones. "Paired Reading Versus Relaxed Reading: A Comparision," *British Journal of Educational Psychology*, 55 (1985), 304-309.

This study compared the effectiveness of two methods of parental involvement in the development of their children's reading—paired reading and relaxed reading. Relaxed reading involved parent training in providing positive feedback, but not

in any further reading technique. Each method was adopted with a group of 10 children who were sub-divided with respect to whether their progress during the 6-week project was monitored by home visit or telephone. The results suggest that both methods can lead to substantial improvement in reading ability. All groups achieved at least four times the expected reading age gain. Gains for paired reading subjects were not significantly higher.

Moles, Oliver C. "Synthesis of Recent Research on Parent Participation in Children's Education", *Educational Leadership*, 40 (Nov. 1982), 44-47.

While schools express interest in parent involvement, Moles argues that they include parents in very limited ways that often impede the success of their programs. Among the barriers noted are: lack of extensive parent training or support, inadequate communication around needs and expectations, teacher control of the process, and lack of cultural awareness. The author suggests strategies to address these issues and discusses some effective programs.

Morgan, Roger and Elizabeth Lyon. "'Paired Reading'—A Preliminary Report on a Technique for Parental Tuition of Reading-Retarded Children," *Journal of Child Psychology and Psychiatry*, 20 (1979), 151-160.

This account of a 12-week paired reading program chronicles the improvement of four reading delayed children. Observations before training in the paired reading technique indicated that mothers' positive reinforcement during reading was negligible. The four reading pairs were subsequently trained in the method. Neale reading tests showed increases in reading age and comprehension almost twice the expected improvement.

Rich, Dorothy, Beverly Mattox and James Van Dien. "Building on Family Strengths: The "Nondeficit" Involvement Model for Teaming Home and School," *Educational Leadership*, 36:7 (Ap. 1979), 506-509.

The Home and School Institute (HSI) approaches parent involvement with the positive assumption that all families are concerned with the achievement of their children and are capable of assisting their progress. Building on the strength and creativity of families, as opposed to battling their "deficits," the HSI provides materials and training for programs and parents who want to work with children at home. The Institute bases its approach on the growing research that shows home tutoring to be more effective than the traditional school-centered models of parent involvement.

Strom, Robert and Aileen Johnson. "The Parent as a Teacher," *Education*, 95:1 (Fall 1974), 40-43.

Recognition of the family influence in education has given rise to pre-school parent involvement programs. Arizona State University Parent-Child Center is

using a parental self-assessment (Parent As A Teacher, PAAT) accompanied by a questionnaire reflecting the child's perception of parental behavior along the same dimensions: Control, Creativity, Frustration, Play and Teaching-learning. Analysis of each dimension identifies parent childrearing strengths and weaknesses. Anglo, Black, and Mexican-Americans have shown significant self concept gains by mothers and their children after an eight week program utilizing PAAT as a pre, post and diagnostic measure along with training sessions focusing on the use of toys as an instructional medium for home curriculum.

Tizard, J., W.N. Schofield and Jenny Hewison. "Symposium: Reading Collaboration Between Teachers and Parents in Assisting Children's Reading," *British Journal of Educational Psychology*, 52 (1982), 1-15.

A collaboration between teachers and parents was organized so that every child in two randomly chosen elementary classes at two schools (one class at each school), randomly allocated from six multiracial inner-city schools, was regularly heard reading at home from books sent by the class teacher. The intervention was continued for two years, parents received no special training in reading tuition. Comparision was made with the parallel classes at the same schools, and with randomly chosen classes at two schools where children were given extra reading tuition in school. This report shows a highly significant improvement by children who received extra practice at home in comparison with control groups, but no comparable improvements by children who received extra help at school. The gains were made consistently by children of all ability levels. Low parental English literacy did not detract from the positive results.

Topping, Keith. "Paired Reading: A Powerful Technique for Parent Use," *Reading Teacher*, 40 (March 1987), 608-614.

This is a comprehensive article, outlining not only how to practice the paired reading technique, but also how the technique was developed, its relationship to other techniques and reading theories, how it applies to various communities, and how it has been evaluated and researched. One of the strengths of the model is its flexibility—it was designed for use with children of any reading level by family members with possibly low literacy skills. A core feature of the method, positive feedback, is as important as either participant's literacy level, and therefore gives every parent an important role.

Topping, Keith. *Parents as Educators: Training Parents to Teach Their Children*. Cambridge, MA: Brookline Books, 1986.

This volume reviews a wide range of studies of parental involvement programs with "ordinary children," ethnic minorities, and special needs children. There are several chapters on a variety of special needs, and an extensive resource directory.

Topping, Keith. "W.H.I.C.H. Parental Involvement in Reading Scheme? A Guide for Practitioners," *Reading*, 20:3 (1986), 148-156.

In an effort to untangle the many overlapping and barely distinct models of parent participation in home reading, Topping has written this "guide for practitioners." In it, he identifies the major techniques recently developed in Great Britain and their many variations. He also ranks them by the quality of research used to show their effectiveness. Methods evaluated include: parent listening; shared reading; relaxed reading; several variations of paired reading; pause, prompt, praise; prepared reading; and others.

Topping, Keith and Gill McKnight. "Paired Reading—and Parent Power," *Special Education: Forward Trends*, 11:3 (1984), 12-15.

Parents are often exhorted to become involved in children's education but rarely given specific guidance from the schools. The authors propose paired reading as one way for parents to participate in the children's reading development, citing ten studies besides their own—all with remarkable positive results.

Topping, Keith and Sheila Wolfendale (Eds.). *Parental Involvement in Children's Reading*. N.Y.: Nichols Publishing Co., 1985.

This volume is perhaps the single most comprehensive source of information on British initiatives in parental involvement in reading. Articles report on research in parent listening, paired reading (a specific behaviorally-oriented approach to family literacy), other behavioral methods and variations of paired reading. Studies of paired reading in language minority families, and with special needs children are included. Finally, there is specific information on setting up and implementing parental involvement programs. See also entries under Topping, Jungnitz, Wolfendale, and Hewison. See Section IIIA.

Tovey, Duane R. and James E. Kerber (Eds.). *Roles in Literacy Learning*. Delaware: IRA, 1986.

This collection includes articles about the roles of parents, teachers, children and administrators in the acquisition of literacy by children. Reading is viewed as implicit language learning rather than the conscious learning of skills; the book focuses on the environments which facilitate this acquisition. Articles of particular interest for family literacy projects include Diane Chapman's "Let's Read Another One" which suggests specific objectives for parents in informal book sharing sessions with their children, and Yetta Goodman and Myrna Houssler's "Literacy Environment in the Home and Community" which includes suggestions for community, home and school collaboration. The articles focus mainly on populations with literate, Anglo parents.

Vukelich, Carol. "Parents are Teachers: A Beginning Reading Program," *Reading Teacher*, 31 (Feb. 1978), 524-527.

The purpose of PROP (Preschool Readiness Outreach Program) was to train parents in ways they could help their children develop beginning reading skills. Weekly workshops focused on specific skills: making games, sharing experiences, and discussing problems. Monthly newsletters suggested pre-literacy activities. Testing showed greater gains in reading skills for children whose parents participated in the program.

Wheldall, Kevin and Paul Mettem. "Behavioural Peer Tutoring: Training 16-year-old Tutors to Employ the 'Pause, Prompt, and Praise' Method with 12-year-old Remedial Readers," *Educational Psychology*, 5:1 (1985), 27-44.

Eight 16-year-old, low achieving pupils were trained to tutor reading using the 'Pause, Prompt and Praise' method. The effectiveness of training such tutors was investigated through a tutorial program in which these eight older pupils tutored eight 12-year-old remedial children who were retarded in reading. The programe consisted of 24 tutorial sessions conducted over eight weeks. Two matched control groups of remedial readers were also included in the experiment. One consisted of eight pupils tutored by a group of eight untrained tutors who tutored during the same sessions using the same materials. The second control group consisted of a third group of remedial readers who read silently, without a tutor. The experimental group of tutees made a mean gain of 6 months in reading accuracy by the end of the program. The tutees of control group I who had received tutoring from untrained tutors made a mean gain of 2.4 months. The pupils of control group II who read silently without a tutor made a mean gain of 1.8 months.

B. Focus on side-by-side and adult literacy

Nickse, Ruth S. and Nancy Englander. "At-Risk Parents: Collaborations for Literacy, An Intergenerational Reading Project," *Equity and Çhoice*, 1:3 (Spring 1985), 11-18.

This article describes the conceptual and operational framework of Collaborations for Literacy, an adult literacy project based on the premise that the educationally disadvantaged parent and child are a learning unit and might benefit from shared learning activities. The project's objective is to encourage adults to improve their own reading through reading to children.

Raim, Joan. "Who Learns When Parents Teach Children?" *Reading Teacher*, 33 (Nov. 1980), 152-155.

The goal of most parent tutor reading programs is to increase children's reading skills. Little attention is paid to the effect on parent skills. Educators working

with the Parents Assistance Program (PAP) in NY found that improved reading of parents is an important and overlooked outcome of their program. PAP is a reading club for families with primary school children that meets weekly to create and play with instructional materials. Evaluations showed above average reading improvement for half of the children. Parents also reported improved reading and vocabulary, as well as increased confidence.

Scoble, John, K. Topping and Colin Wigglesworth. "The Ryedale Adult Literacy Paired Reading Project," unpublished manuscript available from Keith Topping. See Section VI for address.

Most paired reading projects aim to improve a child's literacy by means of parent-child reading. In this study, paired reading was applied to a community adult education situation. Ten adults with low literacy skills chose their supporters and engaged in six weeks of paired reading. As adults, they were better able to express their needs and concerns with the method, which included scheduling problems, interpersonal difficulties, and trouble following the paired reading method. Nevertheless, the average reading gain was more than three times the normal expected gain.

C. Implementing a parental involvement program

Branston, Peter and Mark Provis. *Children and Parents Enjoying Reading: A Handbook for Teachers*. London: Hodder and Stoughton.

This is a practical guide to initiating and maintaining a program for parental involvement in children's reading. It emanates from the CAPER project in West Glamorgan, England, which is based on a parent listening methodology rather than one of the more structured techniques for parental involvement. In this handbook, teachers can find advice on assembling a suitable library; recruiting, training, and providing on-going support for parents; and developing complementary home-school activities.

Criscuolo, Nicholas P. "Parents: Active Partners in the Reading Program," *Elementary English*, 51 (Sept. 1974), 883-884.

This is an outline of six activities that have been used successfully to increase parental involvement in the New Haven public schools. They are: 1) a course about reading; 2) invitations to parents to visit reading classes and discuss them with educators; 3) library summer reading program; 4) parent tutors; 5) book bank; 6) reading workshops where parents make games and materials that promote reading readiness.

Fredericks, Anthony D. and David Taylor. *Parent Programs in Reading: Guidelines for Success*. Newark, Delaware: IRA, 1985.

This pamphlet is geared toward teachers and school administrators who wish to set up a parental involvement program. While most of the activities are designed for literate, Anglo parents, there are some useful guidelines and activities which can be adapted for language minority families.

Rich, Dorothy. *The Forgotten Factor in School Success—The Family: A Policymaker's Guide*. Washington, D.C.: The Home and School Institute, 1985.

This guide is designed for educational leaders and policymakers in order that they can advocate to strengthen the role of parents in their children's education. In contrast to the traditional view that the schools must compensate for the deficiencies in the family, Rich argues that the strengths in every family can be mobilized by a supportive school administration. Consequently, this volume documents the need for family involvement, describes effective involvement programs, and then focuses on specific suggestions for schools and policymakers in integrating families into school programs. Recommendations include: use of home activities that employ the unique resources of the home and do not duplicate classwork; teacher training; the use of school facilities for community needs; and community involvement in school-related activities.

Seeley, David S. "Partnership's Time Has Come," *Educational Leadership*, 44 (Sept. 1986), 82-85.

The author argues for a move away from a "professional service delivery" model of education to a model of partnership with the community. Many strategies can be used to move toward this sharing of responsibility and resources: building school volunteer programs; fund-raising for tutor trainings and workshops, encouraging peer tutoring and cooperative learning, increasing parent participation through parent-teacher conferences and home visits, etc. Ideally, these efforts will build a framework for true partnership, not just participation and involvement.

Topping, Keith and Sheila Wolfendale (Eds.). *Parental Involvement in Children's Reading*. N.Y.: Nichols Publishing Co., 1985. See Section IIIA.

Wolfendale, Sheila and Eve Gregory. *Involving Parents in Reading: A Guide for In-Service Training*. Northampton, England: Reading and Language Development Centre, Nene College, 1985.

This booklet is designed to assist in the planning and running of an in-service teacher training in implementing and parental involvement in reading program for native English speakers. Included are ideas and materials for workshops on: the need for parental involvement; recruitment of parents; choosing an appropriate method of involvement; developing curriculum materials; and program assessment.

D. Workshops/projects/materials for parental use

Freshour, Frank W. " Beginning Reading: Parents Can Help," *Reading Teacher*, 25 (March 1972), 513-516.

What can a parent do without specialized training or extensive materials to help his/her child with reading? This question is answered with ideas and suggestions the teacher can give to parents to help their child develop a good attitude toward school and reading and to enrich reading readiness and reading skills. The suggestions assume parental literacy in English.

The Home and School Institute. *Bright Idea*. Washington, D.C.: The Home and School Institute, 1981. See Section VI for address.

The purpose of this guide is to help families work out practical solutions to some "typical" American family conflicts. Using a comic strip format, the authors present common problems and then guide the readers through some structured problem solving activities. The topics in the book: how to help children improve their self-discipline, build their sense of responsibility and organization, manage money wisely and build good health habits, were chosen for their importance in adapting children to the school environment.

The Home and School Institute. *Families Learning Together*. Washington, D.C.: The Home and School Institute, 1980. See Section VI for address.

The goal of the Home and School Institute is to bring parents and children together to develop in children the attitudes and skills that will help them achieve in mainstream schools. Using home learning "recipes", children can practice these skills through activities that are needed and real in that they encompass daily life routines. In this manual, the recipe method has been adapted to provide activities that teach English literate adults something useful while they in turn are teaching children.

The Home and School Institute. *Survival Guide for Busy Parents*. Washington, D.C.: The Home and School Institute, 1983. See Section VI for address.

This guide provides ready-made plans for learning activities that take only a short time and use materials available around the home. Designed for busy or working parents, this collection of "recipes" gives informal non-school like practice in academic subjects as well as skills needed for school success, communication, self-discipline, and responsibility. It does not address issues particular to minority language or low literacy parents.

Monson, Dianne L. and DayAnn K. McClenathan (Eds.). *Developing Active Readers: Ideas for Parents, Teachers, and Librarians*. Delaware: IRA, 1979.

This collection includes articles on book selection, library use, involving children with literature and the use of media to foster readings. The articles are primarily "how-to" articles geared toward literate Anglo parents.

Piluski, John J. "Parents Can Aid Reading Growth," *Elementary English*, 51 (Sept. 1974), 896-897.

When parents offer to help their children read, they are typically either discouraged from "interferring" or expected to mimic the techniques of the teacher. The author suggests a list of activities that avoids these ineffective, often frustrating extremes.

IV. FAMILY LITERACY PROGRAMS FOR NON-NATIVE ENGLISH SPEAKERS

This section has a double focus: it addresses both the obstacles and possibilities for implementing parental involvement programs with ESL speakers. The first section includes articles about the issues that impede the implementation of school-initiated parent involvement programs with limited English parents. It then looks at a variety of programs that have successfully integrated parents, particularly programs that view native languages and cultures as assets in literacy learning. Citations include both ESL and bilingual literacy projects.

A. Issues for minority language families

Arvizu, Steven F. "Home-School Linkages: A Cross Cultural Approach to Parent Participation," in *A Cultural Approach to Parent Participation*. Papers available from: Cross Cultural Resource Center, California State University, Sacramento, CA.

This paper provides a conceptual framework for exploring parent participation in bilingual education programs. Discussion centers around the following topics: (1) a cross-cultural philosophy of parent participation (2) conceptual and theoretical models, (3) major areas and roles, and (4) questions and challenges for the future. Three models of parent participation are presented: (1) the equilibrium approach, which values consensus and harmony; (2) the conflict approach, which advocates struggle for change; and (3) the eclectic approach, which emphasizes choice, selection, and flexibility. Major issues in parent participation examined here include access to basic school information; parents as teachers in the home and community; parents as helpers/teachers in schools; parents and advisory committees; parents and monitoring, evaluation, and research; and parents as cultural and political brokers.

Issues of Parent Involvement and Literacy. Proceedings of the Symposium held at Trinity College (June 6-7, 1986), Washington, D.C.: Trinity College, Department of Education and Counseling, 1986.

This volume includes papers presented at a conference sponsored by the Trinity-Arlington Teacher and Parent Training for School Success Project. The conference explored issues of parental involvement and literacy as they relate to LEP parents and students. Papers of particular interest are abstracted below:

Betses, Star. "Development of Parental Involvement in Bilingual Vocational Education: Greater Lowell Regional Vocational High School, MA," in *Issues of Parent Involvement and Literacy.* Proceedings . . . , 96-97.

The goal of this project was to increase the participation of Hispanic parents with children in high school bilingual education programs. Training addressed the need for an understanding of the educational, social, and political systems in the U.S. Topics included: the structure of the educational system and points of access, parent involvement, the bilingual law, school regulations and procedures, and strategies for addressing teenage problems. Some results of the study were: marked increase in parent-initiated contact with the school, increases in attendance, decrease in drop-out rate (to 6%), increased enrollment in bilingual ed. program, a parent organization (PUEDA), and parent attendance at bilingual education conferences.

Bliss, Bill. "Literacy and the Limited English Population: A National Perspective," in *Issues of Parent Involvement and Literacy.* Proceedings . . . , 17-24.

Bliss presents a social and economic context in which we must frame possible solutions to the literacy crisis being experienced by the limited English speaking population in this country. Debunking the myth that our technological society requires higher levels of literacy for all, he points to the social imperative that must replace dwindling economic incentives to solve the problem of illiteracy. He proposes several strategies that would include: establishing parent support groups to deal with cultural issues, conducting native literacy projects where children teach parents, expanding social servicesfor the immigrant community, inviting parent input about the design of programs, and being flexible in accommodating parent needs. In we must make parent participation possible by addressing the daily obstacles that keep them marginalized.

Collier, Virginia P. "Cross-Cultural Policy Issues in Minority and Majority Parent Involvement," in *Issues of Parent Involvement and Literacy.* Proceedings . . . , 73-78.

Collier notes many limited ways minority-language parents have been encouraged and/or trained to participate in the school system over the past 15 years. None, however, have been effective in overcoming the dominance of language-majority parents, who control greater resources and speak institutionally supported English. The only model of equal participation discussed appears in two-way bilingual schools, where all students learn two, equally valued languages and parents function in a bicultural context in the school.

Epstein, Joyce L. "Parent Involvement: Implications for LEP Parents", in *Issues of Parent Involvement and Literacy*. Proceedings . . . , 6-16.

The author first describes five categories of parent involvement which include: 1) basic child-rearing responsibilities, 2) response to school-initiated communication, 3) in-school participation, 4) assistance at home, and 5) participation in governance and advocacy groups. After examining the relative benefits of these various points of access for involvement, Epstein suggests that increased support from school administrators is key to maintaining strong parental involvement. Schools must make efforts to involve parents across all grades and must encourage the equally valuable participation of all types of families, regardless of educational background or family structure. Programs must develop clear and consistent goals which must be communicated to parents in their language of proficiency. Lastly, parents must have their own autonomous advocacy groups where they can most comfortably explore their needs and the resources available from the schools.

Haverson, Wayne W. "Adult Illiteracy: Implications for Parent Involvement," in *Issues of Parent Involvement and Literacy*. Proceedings . . . , 56-63.

Haverson finds that the primary implication of adult literacy for parent involvement is a matter of self-perception and empowerment. Parents who use literacy to define their worlds will best be able to develop these skills in their children. Those who are taught literacy as a decoding activity do not experience themselves as meaning-makers, but rather as technicians. The whole language approach invites the learner to participate in the interpretation and prediction of a written message. This approach to literacy as a social activity prepares the learner to be active in a "literate culture" and to be active in the education of his/her children.

Tran, Bach Tuyet (Pham). "Cultural Issues in Indochinese Parent Involvement, in *Issues of Parent Involvement and Literacy*. Proceedings . . . , 65-66.

The author addresses the needs of Indochinese parents which are determined by their experiences with their native educational systems. In particular, Indochinese parents are accustomed to a school system that is more tightly controlled by the government, allowing little room for parent participation. He suggests the following strategies for improving the involvement of this population: bilingual liaison on school staff, a needs survey, an indirect and personal approach, an "imperative" invitation to attend activities, personal follow-up, and cooperation with local parent associations.

National Clearinghouse for Bilingual Education. *Parent Involvement in the Education of Minority Language Children: A Resource Handbook*. 1555 Wilson Blvd., Suite 605, Rosslyn, VA 22209, 1984.

This guide offers various directories of parent training and involvement projects mandated by Title VII of the Bilingual Education Act. It begins with a section on the effectiveness of parent/community involvement and a list of issues that must be addressed in order to maintain successful programs. Three model programs are described, all of which focus on familiarizing parents with the school system and ways they can assist teachers in school and at home.

Simich-Dudgeon, Carmen. "Parent Involvement and the Education of L-E-P Students," *ERIC Digest*, (Dec. 1986), CAL, Washington, D.C.

The author discusses parent involvement activities and the research that documents their effectiveness in improving parent, as well as student skills. The Trinity-Arlington Teacher and Parent Training for School Success Project is modeled as a successful effort to involve limited English parents as co-learners and collaborators with their high school children. Simich-Dudgeon notes that a bilingual community liaison is essential to such projects, helping parents understand the positive role of parent involvement in this society.

B. English language programs

1. Focus on children's literacy

Carrasquillo, Angela L. and Ceferino Carrasquillo. "Bilingual Parents Can Help You Teach Reading and Language Arts in English," *NABE Journal*, 3:2 (Winter 1979), 83-89.

This paper offers guidelines to teachers for encouraging the participation of bilingual parents in English language arts programs. Special attention is given to Hispanic parents with children enrolled in bilingual programs. Parents' awareness of cultural differences, memories of their own experiences in school, and special interest in their child's achievement add to the child's growth and confidence in learning in a second language environment. Suggested activities, ideas for home tutoring, and a checklist for teachers are provided.

Jungnitz, Greta. "A Paired Reading Project with Asian Families," in Keith Topping and Sheila Wolfendale (Eds.). *Parental Involvement in Children's Reading*. New York: Nichols Publishers, 1985.

The aim of this study was to investigate the use of paired reading with ethnic minorities. Drawing from a junior school that is 75% Asian, the author researched three groups–ten families involved in a home-school reading program that used no specific technique, ten Asian families involved in paired reading, and seven non-project families. Using the Schonell and Neale reading tests, it was found that family support in home reading leads to gains in reading attainment. Paired reading enhanced this improvement significantly. Age, educational level and English ability of the home supporters did not affect outcomes.

National Indian Training and Research Center. *Evaluation–Title VII Program Indian Education Act*. San Carlos, AZ: Rice School District, No. 20, June 1978.

A needs assessment survey to determine the kinds of activities that would best serve the motivational and academic needs of Apache students was submitted to 900 parents of children on the San Carlos Appache Indian Reservation, Arizona. The six top priority items suggested by the parents included home reading material, tutoring aides, school pictures, a school monthly newspaper, a counselor program, and a parent committee. All of these ideas were implemented in the school program. A parent committee of 38 members was elected to set policies and guidelines for the operation of the Title VII program. In the course of the 1977-78 school year 12 members attended more than half of the meetings and were actively involved in planning. When asked to appraise each of the program components, a large majority of the school staff supported home reading material, counseling, and the use of a library aide. The newspaper, school pictures and tutoring were supported by less than a majority of the staff. Opposing viewpoints between the teaching staff and parent committee indicated the need for increased communication and interaction between the two groups.

"Project Parents in Action (PIA) Santa Clara County Office of Education," in *Parent Involvement in the Education of Minority Language Children: A Resource Handbook*. Rosslyn, VA: National Clearinghouse for Bilingual Education, 1984, 47-49.

The PIA project is designed to equip the parents of Hispanics and Indochinese limited English proficient (LEP) students with skills to use at home and in the community in order to increase their children's motivation and achievment at school. Specific objectives include: 1) Equip parents with skills needed to complement classwork at home, 2) Increase parents knowledge about the multiethnic school community and facilitate intergroup communication, 3) Educate parents about the educational system and their role in it, and 4) Direct parents to existing programs that can help them enhance their own language and job skills.

Simich-Dudgeon, Carmen. "Involving Limited English Proficient Parents as Tutors in their Children's Education," *ERIC/CLL News Bulletin*, 10:2 (March 1987), 3-7.

All parents are capable of positively influencing the academic achievement of their children if they are supported by the schools and trained in parent involvement techniques. Schools that initiate and maintain communication with parents have stronger parent involvement programs regardless of family socioeconomic status, English ability, or literacy level. The author uses the Trinity-Arlington Project as a case study to demonstrate the effectiveness of a parent involvement program for limited English families. Results included: increased family interac-

tions around home lessons, increased parental understanding of the school system and gains in English and survival skills, increased student learning of vocational and English skills, and increased parent contact with the schools.

2. Focus on side-by-side literacy

Collazo-Levy, Dora. *Project Parents: Awareness, Education, and Involvement. O.E.E. Evaluation Report, 1982-1983.* Brooklyn, NY: New York City Board of Education, Office of Educational Evaluation, May 1984.

Project Parents was a three-year program designed to increase parental participation in the educational process. Originally implemented in two community school districts at four school sites, the project focused on parents of Spanish-, French-, Creole-, Greek- and Italian-speaking primary level students with limited English language skills. Parents participated in classes in ESL and in high school equivalency test preparation. In addition, program staff offered workshops designed to increase parent understanding of New York City school system operations and role-playing workshops designed to increase parents' self-confidence in being advocates for their children. Also taking place as part of Project Parents was the ongoing evaluation and development of curriculum materials. Quantitative analysis of parent and student achievement indicated that gains made by program students in listening/speaking and reading/writing were statistically significant. In Spanish, students improved their reading/writing test scores and 19 participating parents passed the General Equivalency Diploma examination.

Davis, Joan. "Project Welcome, Glendale Unified Schools District, CA," in *Issues of Parent Involvement and Literacy*. Proceedings of the Symposium at Trinity College (June 6-7, 1986), Washington D.C.: Trinity College, Department of Education and Counseling, 1986, 91–92.

This parent-centered project, begun in 1985, provides services to the Armenian-, Korean- and Spanish-speaking parents of children in three elementary schools. The curriculum consists of classes in ESL Literacy, Health/Nutrition, and Self-Esteem/Parenting, which are held at the various elementary schools. This curriculum was developed from parent requests, and continues to be reviewed by a Parent Advisory Council.

Impink-Hernandez, Maria V. "Literacy and Minority Language Families," in Stefan Jaeger (Ed.). *Educating the Minority Language Student: Classroom amd Administrative Issues, Vol. II*. National Clearinghouse for Bilingual Education, no date.

The goal of adult education programs for minority language adults is not only the learning of basic English skills, but the gaining of full access to public resources and institutions. In this report, the author describes two such projects that in-

volve the minority language family in the literacy learning process. The first is the Trinity/Arlington Project, which aims to promote parent participation in home learning activities with thier children and to reinforce survival skills by means of this home curriculum. The home activities include topics such as household safety and school regulations. Teachers report increases in student motivation and parent understanding of the school policies. The second project cited, the Development of the Des Moines Area Community College Project, is a family literacy project that attempts to improve adult literacy by addressing their family need for a simultaneous children's program. The project is successful, not only for its parallel literacy programs, but because it relieves parental stress. It is hoped that both projects will help parents gain confidence in their abilities to contribute to their children's schooling at home and in the community.

Mayfield, Margie I. "Parents, Children and Reading: Helping Canadian Native Indian Parents of Preschoolers," *Reading Teacher*, 31:3 (Dec. 1985), 301-305.

The home-based Native Infant Program was started in 1981, serving the families of 190 preschool children in an effort to prepare the children with the language, cognitive, and motor skills needed to begin formal education. Project workers incorporated native cultural values and traditional child-rearing practices in their parent trainings on child development and home learning activities. After 1 year, 85% of the children had a "normal" rating on developmental screening tests. Parents reported increased interest of fathers, increased parent reading to children, etc. Success is credited to: community initiation of project, involvement of community elders and respect for cultural values, Native American teachers, and active parent participation.

Oliva, Jose. "Why Parent Tutors? Cultural Reasons," in *Issues of Parent Involvement and Literacy*. Proceedings of the Symposium at Trinity College (June 6-7, 1986), Washington, D.C.: Trinity College, Department of Education and Counseling, 1986, 79-81.

The Interagency Family English Literacy project, an ESL project, uses parent tutors for teaching English literacy to peers. Both the tutor and tutee must be from the same minority language background, as part of the strategy is to provide role models for the literacy student. The tutors, who are usually displaced homemakers act also as peer counselors, model parents, and advocates for the tutees. Tutoring takes place in the home. Since the goal is to promote language proficiency among parents and children in the home, communication issues that arise between parents and children are also dealt with.

Simich-Dudgeon, Carmen. "Introduction: Trinity-Arlington Project, Trinity College, Washington, D.C.," in *Issues of Parent Involvement and Literacy*. Proceedings . . . , vii-xii.

In this introductory address, the author briefly outlined the Trinity-Arlington Project, begun in 1983 and designed to improve the English language skills of children and parents through the use of home lessons. The project serves families with children in elementary through high school and does not presume English proficiency or literacy of the parents. The home lessons are part of the vocationally oriented bilingual curriculum, which uses vocational topics to facilitate language learning while bringing the family together as co-learners and collaborators in the home. Findings included: increased student interaction with guardians and siblings, increased knowledge on the part of parents and increased and more effective parental contact with school; significantly improved student test scores. There is no discussion of the kind of parent training that took place.

Weinstein-Shr, Gail. "Language and Community Building: An Intergenerational Approach," in *Issues of Parent Involvement and Literacy*. Proceedings . . . , 47-50.

Project LEIF (Learning English through Intergenerational Friendship) is a tutoring program that pairs English-speaking volunteers cross-generationally with refugees. In the pilot year, five elder tutors worked in elementary schools and 47 young tutors worked with approximately 100 adult refugees in community centers and students' homes. The primary goal is to help students become more self-sufficient, so listening and speaking skills are prioritized. Multi-cultural community events enhance cultural sharing and provide space for personal relationships to grow. The success of this innovative project lies in the mutual and reciprocal learning process it uses and in its integration of learning and friendship.

C. Bilingual programs

1. Focus on children's literacy

Children and Parents Interacting Program. *Creating Parental Involvement: A Manual for School Personnel*. Miami: Florida International University, School of Education, no date.

Designed for teachers, this manual identifies barriers to Hispanic parent involvement and ways that schools can overcome them to incorporate parents into their programs. The manual presumes an acceptance of a traditional home-school relationship, whereby parents are invited to assist in programs developed and run by schools. Parent tutoring of children largely consists of extending classwork into the home.

Garcia, Delia. "Parents Assisting in Learning: Florida International University and Broward County, Florida," in *Issues of Parent Involvement and Literacy*. Proceedings of the Symposium at Trinity College (June 6-7, 1986), Washington, D.C.: Trinity College, Department of Education and Counseling, 1986, 93-95.

The PAL Program was designed to promote greater Hispanic parent involvement in the schools and at home. In providing bilingual training sessions at selected public schools, the program addresses topics including: American educational system, parenting skills, tutoring skills, and parent involvement in schools. Success is evaluated by student grade promotions and by parent participation in school meetings/activities and home tutoring. PAL trainers have found the following elements to be central to a successful project: address parent fears, provide concrete information and share easily applied tutoring skills, train in L1, provide child-care during trainings, send written notices and follow-up with calls, and attend to cultural issues around parenting.

Goldenberg, Claude N. "Low-Income Hispanic Parents' Contributions to the Reading Achievement of their First-Grade Children". Paper presented at the Meeting of the Evaluation Network/Evaluation Research Society, San Francisco, California, October 10-13, 1984.

Case studies were used to explore parents' role in the first-grade reading success of nine at-risk, low-income, Hispanic students in a small, predominantly Hispanic school district in Southern California. Refuting the theory that low achievment results from differences between home and school norms and values, the study found that all 15 parents valued educational achievement, were very interested in their children's progress, believed that achievement came through individual effort and persistence, were willing to help their children at home, responded to teacher suggestions of ways to help and attended parent-teacher conferences. The study concluded that the key to effective parent involvement in reading success was steady, consistent help with reading curriculum at home. Family socio-economic status, demographic characteristics, parental reading habits, and parents'attitudes toward children's academic achievement bore no relationship in reading success. Suggestions for parent involvement included teaching directly, reading to the child, reading games, and help in developing oral language abilities.

Hahn, Joyce and Virginia Dunstan. "The Child's Whole World: A Bilingual Pre-School that Includes Parent Training in the Home," *Young Children*, 30:4 (May 1975), 281-8.

The Community Education Center in Redwood City, California, has a bilingual preschool program that is closely tied to the community not only by its curriculum, but by its structure, which brings parents to the school, teachers to the home, and members of both cultural communities into the educational arena. In order to involve parents who are unable to participate at the school, the Center developed a parent training program, conducted at home by Spanish-speaking team teachers who were, themselves, former mothers in the program. They demonstrate specific learning activities with the child and focus on developing

the self-concepts of both child and mother. Results show that children who only had a weekly home lesson with their mother and teacher made gains similar to the gains by children who had a five-day-a-week school program and a monthly home lesson.

Read, Martha. *How Do the Preschool Children of the Community Educational Center Perform in the Public School System?: An Evaluation of Children's Performance and Parent Participation*, Redwood City, CA: Community Education Center, 1979.

A follow-up study of 104 Spanish-speaking children who attended a bilingual-bicultural preschool program was conducted to investigate the children's relative standing in elementary school and the degree of parent participation in school activities. School achievement level of all available children who had attended the Community Education Center (CEC) from 1973 to 1977 was obtained by a teacher questionnaire. Teacher evaluations indicated that, when considered as a group, the CEC children were rated average for their class. Of the 43 children in primary grades, 23% had been retained since they began school. This rate compared favorably with the 85% retention rate of children with Spanish surnames. Ratings of children's standing correlated with degree of parent participation. Parents seemed to recognize the importance of parent involvement, but to lack the necessary tools to participate in public school activities. Additional information concerning parent participation is discussed in detail.

Rio, Arturo T. "Increasing Student Achievement Through Parent Tutoring." Paper presented at the Home-School Alliances for Learning Conference, Washington, D.C., Oct. 5-7, 1980.

A Dade County, Florida, project to involve Hispanic parents in their children's education through tutoring is described. A review of previous research on Hispanic parent involvement in education shows that Hispanic parents feel unqualified to teach or tutor their children. A sample of 250 parents of third, fifth and eighth grade Hispanic children who had failed to master basic skills attended a series of workshops on parenting, tutoring, the educational system, and parent involvement in schools. Bilingual basic skills manuals and a list of community social service agencies were used. Of the 178 students whose parents completed the program, 97.6 percent achieved sufficient mastery for promotion. The county baseline Hispanic promotion rate is 85 percent. Twenty-five recommendations are made for conducting training in the native language, provision of child care for attendees, and emphasized practical information and skills.

Sondoval, Monica. "Parents as Tutors, Brownsville Independent School District, Texas," in *Issues of Parent Involvement and Literacy*. Proceedings of the Symposium at Trinity College (June 6-7, 1986), Washington, D.C.: Trinity College, Department of Education and Counseling, 1986, 89-90.

The PAT project serves about 150 native Spanish-speaking parents in an effort to improve their self-concept and ability to tutor their own K-2 children in language arts and math. Parents attended regular training sessions at cluster sites. The first year, training focused on parent involvement issues such as child development, motivation, language development, and the bilingual education curriculum. In the following year, the focus shifted to tutoring issues, and parents started developing activities and materials for home use. Approximately 80% of the parents are Spanish dominant and most have no more than a sixth grade education.

Viola, M., A. Gray and B. Murphy. "Report on the Navajo Parent Child Reading Program at the Chinle Primary School," May 1986. Available from Chinle School District, Chinle, AZ 86503.

This project invites Navajo parents to participate in bilingual home reading activities with their children (K-3). Parents read children the books they bring home from school or, if the parents are not themselves literate, the children read to them. This supplements the classroom literacy lessons which include daily reading time, writing, drawing, and drama activities that expand students' understanding of print as meaningful and useful in exploring their lives. Parents have gained a greater sense of their value as teachers by having the opportunity to contribute to their children's learning in their native language. The article does not mention specific parent training procedures.

Walters, Ken and Lee Gunderson. "Effects of parent volunteers reading first language (L1) books to ESL students," *Reading Teacher*, 39:1 (Oct. 85), 66-69.

Does the development of their native language help or hinder ESL children's acquisition of English? This question was examined by observing three groups of Cantonese-speaking fourth graders in Canada. Cantonese stories were read to the first group, English stories to the second, and the third group was given free reading time with no formal instruction. All groups made significant gains in English reading over three months, with no significant difference between groups.

2. Focus on side-by-side and adult literacy

Ada, Alma Flor. "The Pajaro Valley Experience: Working with Spanish-speaking Parents to Devlop Children's Reading and Writing Skills in the Home Through the Use of Children's Literature." Unpublished paper, 1987.

The goal of this project was to enhance parent/child and home/school interactions by means of literacy activities that promote the self-worth of this Hispanic population. Once a month, for almost a year, 60-100 Spanish-speaking parents met to discuss children's literature and the writings of their own families. The literature, all in Spanish, was used to encourage pride in the Spanish language and interest in Spanish literacy. Each month, the group was presented with new stories,

which they could take home to share with their children. They were also provided with training in using the materials at home, a parent's teaching guide, discussion questions for each book, notebooks for their children's writings, etc. By the end of the project, not only had interest in literacy mushroomed, but parents were becoming active in school affairs and the planning of subsequent projects.

Bloom, Wendy. *Partnership with Parents in Reading*. London: Hodder and Stoughton.

This book provides a good overview of the history, methods, and research on parental involvement in children's reading. Using case studies to discuss various models of home-school partnerships, Bloom presents teachers with specific methods and activities for involving parents. Of particular interest is the description of a project in which minority language parents wrote stories for their children. These stories, many written in their native languages, were edited and illustrated by the families, and then published and shared throughout the school.

El Barrio Literacy Project, c/o Pedro Pedraza, Center for Puerto Rican Studies, 695 Park Avenue, New York, NY 10021.

This is a community-based Spanish literacy project in New York City for adults and children. In an effort to address the low academic achievement of this Puerto Rican community, researchers are combining ethnographic study of literacy patterns with the offering of literacy instruction services. The goals of the project are to: foster a positive self-image among participants, develop literacy, strengthen ties among home, community, and school, and incorporate computers into the development of written self-expression. Twenty-six adults comprise two groups–one for those who have never learned to read or write, and the other for students with basic literacy skills. The 18 participating children also have literacy skills. Investigators rely on student participation in examining these literacy interactions.

Haverson, W. "Adult Illiteracy: Implications for Parent Involvement." See Section IVA.

Offenberg, Robert M. *Project PACT: Parents and Children Together. Evaluations of the Third and Fourth Year, 1979-1980 and 1980-1981*. Philadelphia: Philadelphia School District, Office of Research and Evaluation, 1983.

The third and fourth years of Project PACT (Parent and Children Together) were evaluated. The program was designed to involve Hispanic parents in the education of their children in a bilingual school. The project consisted of two major components: a summer program to introduce parents to the school curriculum, and a school year program serving parents and other community members with

ESL and high school equivalency courses. Pupil performance on standardized tests, pupil attendance and interviews with parents were used to assess the effects of parent participation in the programs. Parent participation in the summer program was associated with significant pupil improvements in reading skills, language arts, and attendance. The school year program in language arts and high school equivalency was well attended, and 35 participants earned diplomas. It was concluded that Project PACT has had a measurable effect on pupil Spanish and English reading skills, assisted Hispanic parents in helping their children with school work, and enhanced the educational attainment of adults in the community.

Raim, J. "Who Learns When Parents Teach Children?" See Section IIIB.

D. Workshops/projects/materials for parental use

Ada, Alma Flor. "A Selective Annotated Bibliography of Children's Literature in Spanish." Available from author at Department of Multicultural Education, School of Education, University of San Francisco, San Francisco, CA.

This collection of literature includes works that represent a wide range of cultural experiences, reading levels, dialect variations, writing styles and story themes. The entries were selected with the intent of introducing Spanish-speaking children to a rich and varied literature in their native language–a literature that reflects their lives and experiences. The scope of the bibliography includes picture books without text through readings for young adults, and there is a special section for literature written by children.

Ada, Alma Flor and Maria del Pilar de Olave. *Hagamos Caminos*. Reading, MA: Addison-Wesley Publishing, 1986.

Hagamos Caminos is a graded reading series for classroom use with Spanish-speaking children. The objectives of *Hagamos Caminos* are to enable children to read, write, and speak Spanish confidently and effectively, putting them in a better position to master those skills in English. Its four-stage methodology is based on the concept of reading as a means of fostering critical thinking, fluency of expression, and a creative outlook. The authors achieve their goals by writing about characters children can relate to in styles of language that reflect the variety of literacy contexts the children will experience, including the children's colloquial language, the language of children's folklore, the language of children's literature, and the language of conveying information and directions. Subject matter is rich in experiences and images so as to lead children to greater appreciation of their own and other cultures.

Children and Parents Interacting Program. *Manual de Lectura*. Miami: Florida International University, School of Education, no date.

This is one in a series of bilingual workbooks for home use, which focuses on the practice of decontextualized academic sub-skills. Although designed for home use with parents, it replicates materials and methods found in the classroom.

Children's Book Press, 1461 Ninth Avenue, San Francisco, CA 94122

Children's Book Press is a small, independent publisher that specializes in the production of high quality multicultural and multilingual picture books for children. It offers books of folklore and contemporary stories from the Spanish-speaking, Asian, Native American and African American cultures.

The Home and School Institute. *In Any Language: Parents are Teachers*. Washington, D.C.: The Home and School Institute, 1984.

This is another volume of home "recipes" designed to develop student academic and life skill competencies. However, these are written bilingually so that literate Latino, Lao, Vietnamese and Khmer families can follow the instructions in their native language or in English. The topic areas include: home safety, developing good habits, following directions, handling money, finding information, and putting things in order.

Molina, Y. *Bibliography Printout of Teacher Parent Materials*. Washington, D.C.: Administration for Children, Youth and Families (DHEW), 1979.

The parent and teacher materials in this annotated bibliography form part of the library collection of the National Bilingual Multicultural Resource Network (NBMRN). Compiled to assist preschool teachers in the selection of materials that are developmentally, culturally and linguistically appropriate, the resources reflect the belief that quality bilingual multicultural early childhood materials are critical in the design of a totally responsive environment. Parents interested in fostering a similar learning environment in the home may adapt the materials to their own purposes. The entries are divided into four categories: (1) professional teacher materials, including theory books, subject and idea books, periodicals, and multimedia; (2) curriculum, including guides, kits, and workbooks; (3) Child Development Associate (CDA) Training, including training curriculum and trainer of trainer's curriculum; and (4) parent involvement, including parent training and multimedia materials.

Soto, Rosalina. *A Treasure Chest: Stories and Surprises*. New Haven: Connecticut State Migratory Children's Program, 1979.

This workbook is directed toward Puerto Rican American students, designed to stimulate the pupils' interest in reading by using stories with Puerto Rican characters. The illustrated workbook is intended to be utilized by the teacher for supplementary work on both a group and individual basis and may be taken home to involve parents in their children's reading.

V. HOLISTIC AND PARTICIPATORY ESL LITERACY

This section presents an alternative perspective on literacy education premised upon the view that literacy practices and skills cannot be separated from the social contexts of family life. Rather, literacy must become, for both parents and children, a socially significant tool that helps them interpret and act in their world. To accomplish this, teachers must draw on and incorporate the real experiences, needs and strengths of families. The participatory methods discussed here are used to investigate with students their issues and concerns, so that these can become the content of literacy instruction. Participatory activities modeled include: oral histories, language experience, problem-posing, and student-generated literacy materials, among others.

A. Approaches

Auerbach, Elsa. "Competency-Based ESL: One Step Forward or Two Steps Back?" *TESOL Quarterly*: XX:3 (Sept. 1986), 411-429.

This article reviews critiques of competency-based education and suggests redefining the role of competencies in a student-centered curriculum model.

Auerbach, Elsa and Denise Burgess. "The Hidden Curriculum of Survival ESL." *TESOL Quarterly*, XIX: 3 (Sept. 1985), 475-495.

This article examines currently popular survival texts from a Freirean perspective and suggests that these texts are motivated by a problem-solving rather than a problem-posing stance. The article provides a framework for critically evaluating adult literacy materials in light of their situational and communicative reality.

Bell, J. and B. Burnaby. *A Handbook for ESL Literacy*. Toronto: OISE Press/ Kidder and Stoughton, 1984.

This handbook is a practical and readable guide to teaching reading and writing to adult ESL students. It includes sections on theory, methodology and sample lesson sequences. It is the single most concise "how to" book for ESL literacy.

Brown, Cynthia. "Literacy in 30 Hours: Paulo Freire's Process in Northeast Brazil." Reprinted in part in *Social Policy*, July/August 1975.

This article provides a detailed description of the problem-posing model as it was implemented in Brazil with discussion on applications for elementary school children.

Candlin, Christopher. "Syllabus Design as a Critical Process," in C.J. Brumfit (Ed.), *General English Syllabus Design*, ELT Documents #118. Oxford: Pergamon Press, 1984.

In this article Candlin proposes a distinction between syllabus as blueprint and syllabus as account. The former pre-specifies the content of knowledge to be taught, determining *a priori* what is to be learned and how. The latter documents retrospectively the process of teachers and students working together to negotiate the content and purposes of learning. This article provides a theoretical basis for the participatory curriculum development process in second language teaching.

Hunter, Carman St. John. "Literacy for Empowerment and Social Change," *Visible Language*, 16 (Spring 1982), 137-143.

The author discusses how a sense of control over one's life and a change in the levels of hope and expectations often determine whether literacy skills will be acquired or even be seen as important by an individual. "Yet I am convinced that these skills are more closely related to a sense of personal identity and to the conviction that we can do something about waht is happening to us than they are to teaching techniques." Hunter contends that illiterate adults must come to perceive themselves as competent and not as deficient. Moreover, the perspective of both the learner and the educator must be transformed; teachers and learners must become "confident in each other's ability to change." Author provides two examples of what can happen in literacy/ABE programs once teachers and students change perspectives and become subjects or agents for change instead of objects.

Pratt, Sidney (Ed.). *English in the Workplace. TESL Talk*, XII:4 (Fall 1982).

A collection of articles about ESL literacy in the workplace, many of which give an overview of a participatory curriculum development process and provide concrete examples of its implementation.

Rigg, Pat. Petra: "Learning to Read at 45," *Journal of Education*, 167:1 (1985), 129-139.

This compelling account of the tutoring of a Mexican migrant farm worker explores the difficult lessons learned by one teacher as she encountered a social context and a set of expectations very different from her own. Forced to examine

her assumptions about her student and about literacy, Rigg discovered that Petra's learning was strongly affected by the conflicting expectations of her family and teachers, by the economic realities of her life and her hopes for the future, and by a teaching approach that did not incorporate these issues into the literacy work. However, Petra did reach her own literacy goals when she learned to write her name.

Rigg, Pat. "Using the Language Experience Approach with ESL Adults," *Literacy in a Second Language: Special Issue of Literacy Exchange*. New South Wales Adult Literacy Council, 1987.

The article outlines both the rationale and methodology for using the LEA with ESL adults. It addresses commonly asked questions about correction and problems with the approach as well as the possibilities for integrating LEA into participatory and problem-posing curricula.

Sauve, Virginia. *From One Educator to Another: A Window on Participatory Education*. Edmonton, Alberta: Grant MacEwan Community College, Community Education Department, 1986.

The volume explores the theory of participatory adult education, including guiding principles and curriculum processes. It describes a pilot project applying these principles with adult native English speakers. Since the focus is primarily theoretical, it has much relevance for ESL instruction.

Wallerstein, Nina. "Problem-Posing Can Help Students Learn," *TESOL Newsletter*, XVII:5 (Oct. 1983).

This short and readable article describes both the principles of problem-posing and its implementation with low-level ESL literacy students in refugee camps.

B. Materials for teacher use in curriculum development

Amoroso, Henry C., Jr. "Organic Primers for Basic Literacy Instruction," *Journal of Reading*, 28:5 (Feb. 1985), 398-401.

This is a guide to the production and use of teacher-generated reading primers that combines Freire's generative word approach with psycholinguistic notions about the reading process. The author suggests that teachers use charged words and recognizable situations as the basis for stories that can help students critically reflect on their experiences as they learn a new language. Amoroso argues that such primers secure learners' involvement and interest, help reduce feelings of anxiety by presenting familiar themes, promote meaning-building strategies for reading, and respond to the learners' needs for literacy as a thinking-liberating process rather than a set of subskills to be mastered sequentially.

Arnold, Rick, Deborah Barndt and Bev Burke. *A New Weave: Popular Education in Canada and Central America*. Toronto: Participatory Research Group, no date.

This pamphlet provides outlines in graphic form for setting up popular education projects and gives examples from North and Central American contexts.

Arristia, Maritza. "Effective Practice: Learning with Learners," *Focus on Basics*, 1:1 (Spring 1987), 2-3.

In this concrete and thorough description of her lesson and curriculum development, the author shares her experience using the Freirian approach in the Mother's Reading Program in New York City. The program offers English literacy classes to mothers from a variety of ethnic backgrounds—mostly non-native English speakers. Participants create their own literacy materials, a literature that grows out of their daily thoughts and experiences. In six phases, beginning with group writing, students are encouraged to explore their ideas and opinions in a variety of written forms. This documentation and consideration of their views leads to a greater sense of control over their own language and their own environments.

Auerbach, Elsa and Nina Wallerstein. *ESL for Action: Problem-posing at Work. Teacher's Guide*. Reading, MA: Addison-Wesley, 1987.

This teacher's guide outlines a participatory model for curriculum development in ESL literacy. It includes discussion of theoretical background, teaching approach, teacher training and sample student materials. It is a concise guide for teachers interested in developing materials with students based on their issues and experiences.

Barndt, Deborah. *English at Work: A Took Kit for Teachers*. Toronto: CORE Foundation, 1986 (North York Board of Education, 5050 Yonge St., Willowdale, Ontario M2N 5N8).

This packet provides a wealth of resources for developing a work-site specific participatory curriculum: photos, posters, tapes and an extensive curriculum development guide. It is particularly useful as a model for integrating content and language objectives in a student-centered way.

Barndt, Deborah. *Just Getting There*. Toronto: Participatory Research Group, no date.

This pamphlet talks about the theory of participatory literacy and gives accounts of five Freirean educational programs which developed visual tools for group political analysis in both North and South American contexts. It provides concrete guidelines and analysis of principles behind the participatory approach.

Belfiore, M.E., and B. Burnaby. *Teaching English in the Workplace*. Toronto: OISE Press, 1984.

This reference text is the single most concise resource for developing a workplace ESL curriculum. It takes readers through every step of the process from program start-up to needs analysis, to curriculum design, materials development, teaching method and evaluation. Case studies are integrated throughout. It is a comprehensive model for ESL program development, much of which can be easily transferred to non-workplace settings.

Cain, Bonnie J. and John P. Comings. *The Participatory Process: Producing Photo-Literature*. Amherst, MA: Center for International Education, 1977.

The authors have written a step-by-step manual for producing photo-literature in a fully participatory manner. In addition to the traditional hierarchies we must confront in creating a participatory classroom, the production of these materials requires an additional effort to share technical skills which are probably not evenly distributed amongst the group. Cain and Comings offer insights into points in the process at which participants are vulnerable to deferring to the authority of "expertise"; and they suggest strategies for using them as opportunities for skills-sharing and critical thinking about decision-making.

Cohen, Cindy. "Building Multicultural and Intergenerational Networks Through Oral History," *Frontiers*, VII:1 (1983).

This is a detailed look at one intergenerational, multicultural oral history project conducted in the hope that, in the process of collecting stories, bridges would be built between women of different ages, cultural groups, and social statuses. The author describes the difficulties that arose during the project, among them: hesitation of participants to cross into other communities; resistance among older women, who denied that their lives were worth documenting; and reluctance of some participants to speak candidly to their young interviewers. Cohen sets these issues, and the goals of the project, in a political context, seeing the process of negotiating them as a form of community consciousness raising, within and between communities.

Hartel, JoAnne, Judy Hikes, Kim Gerould and Stuart Gedal. *A Guide to ESL Literacy*. Cambridge, MA: Cambridge Community Learning Center, 1986 (614 Massachusetts Ave., Cambridge, MA 02139).

This manual includes a complete overview of components for implementing a low literacy ESL program: recruitment, assessment, student profiles and a techniques manual. Perhaps most valuable is the assessment unit which provides a highly usable instrument for diagnosis and intake.

Ellowitch, Azi. *A Curriculum in Employment: Women and the World of Work*. Philadelphia: Lutheran Settlement House, 1983.

This volume documents a participatory literacy curriculum focusing on workplace issues. It includes sections on the theory and methodology of teaching adult literacy, the mechanics of reading, language activities and the curriculum development process. It also includes an extensive section of student writings and exercises which came out of the project and are useful texts for other adult learners.

Ilyin, Donna and Thomas Tragardh. *Classroom Practices in Adult ESL*. Washington D.C.: TESOL, 1978.

This volume is a grab-bag of articles on techniques, methods and "how to's" without a unifying approach or discussion of theoretical background.

Kazemek, Francis E. "Stories of Our Lives: Interviews and Oral Histories for Language Development," *Journal of Reading*, 29 (Dec. 1985), 211-218.

Collecting oral histories can help students better understand their culture, community and, in understanding these roots, themselves. At the same time, conducting personal interviews allows them to use language in varied and purposeful ways. In this article, Kazemek walks through the process of the personal interview, from selecting a subject and preparing for the interview to the final editing of a written text.

Luttrell, Wendy. *Building Multicultural Awareness—a Teaching Approach for Learner-Centered Education*. Philadelphia: Lutheran Settlement House, 1982.

This volume documents a curriculum development process in a program where racism had become a classroom issue. It is designed to describe and share the experience of developing a multi-cultural awareness project. The manual articulates a learner-centered approach for the development of curriculum materials for adult education classes which explore and analyze people's experiences living in a multi-racial, multi-cultural community. It includes guidelines for curriculum development, and sections on identifying emerging student themes developing materials, sharing feelings, developing analytical skills, as well as case studies of this problem-posing model in ABE classes.

Mantle, Arlene et al. *ESL and Community Groups Create Learning Materials: Four Case Studies*. Working Paper No. 9. Toronto: Participatory Research Group, 1982.

This pamphlet includes four step-by-step descriptions of participatory ESL projects focused around workplace themes. They serve as concrete accounts of how to develop student themes into participatory literacy curriculum sequences which engage students in their own learning while addressing student problems.

marino, dian and Deborah Barndt. *Immigrants Speak Out*. Toronto: Participatory Research Group, 1983.

A set of four case studies of participatory ESL literacy classes, each of which takes readers step by step through the process that students followed in addressing critical issues in a participatory production process. The models include song—writing, producing picture stories and photo-stories, and taking political action through petition-writing. Issues focused on the workplace, family roles, life journies and health and safety.

McLeod, Alex. "Critical Literacy: Taking Control of Our Own Lives," *Language Arts*, 63:1 (Jan. 1986), 37-50.

The author describes critical literacy to mean having the power to use language for our own purposes, as well as those of our social institutions. Beyond a concern for mechanical skills, critical literacy relates to the lives, language, knowledge, experiences, perceptions, and intentions of individuals. This article chronicles the literacy development of a class of working class London teenagers over four years, as they critically examine, through writing, the social issues that impact their lives.

Nettle, Mary Ellen. "The Process and the Product: Two English Classes Develop Materials," in Sidney Pratt (Ed.), *English in the Workplace. TESL Talk*, XIII:4 (Fall 1982).

This article compares two workplace English classes that implemented a participatory curriculum in different ways. In one the focus was on the product, with major decisions all along the way being made by the teacher; in the other, students were involved in every aspect of the process. Each project (including materials) is described in detail and evaluated.

Paul, Michael (Ed.). *Preventive Mental Health in the ESL Classroom: A Handbook for Teachers*. New York: American Council for Nationalities Service, 1986 (95 Madison Avenue, New York, NY 10016).

This volume contains a background section on primary prevention theory and extensive discussion of its applications to the ESL classroom. Techniques for addressing mental health issues through language work are included as well as a resource list.

Price, Patsy and Shel Montgomery. *English as a Second Language. SB/lB Resource Manual*. Edmonton, Alberta: Alberta Vocational Centre, no date (10215-108 St., Edmonton, Alberta T5J 1L6).

This invaluable resource book is a guide to designing and implementing student-centered learning with low level ESL literacy students. It includes sections on

approach, curriculum design and a wealth of concrete ideas for classroom activities. It also includes photocopied examples of student work throughout the book to illustrate the activities.

Rigg, Pat and Francis E. Kazemek. "For Adults Only: Reading Materials for Adult Literacy Students," *Journal of Reading*, 28:8 (May 1985), 726-31.

The authors critique typical, commercial literacy materials for their tendency to include short, controlled reading passages that are followed by decontextualized exercises in linguistic sub-skills. They argue that such readings are not long enough to allow the reader to gather and piece together clues to build meaning or to apply prediction strategies. Instead, these short passages force the reader to supply an enormous amount of background knowledge and apply this knowledge quickly and effectively with only minimal clues from the page. That is, the materials require use by a proficient reader. Rigg and Kazemek offer six criteria for selecting materials more appropriate for adult literacy students. Such materials are meaningful and contextualized, drawing on the reader's previous knowledge, experience, and language, and they include complete, unfragmented readings that allow students to construct meaning from redundant, predictable cues.

* Staton, Jana. "Literacy as an Interactive Process," *Linguistic Reporter*, 24 (October 1981), 1-5.

Staton describes a research study within an elementary classroom in which student and teacher communicated extensively by means of a journal, each writing what he/she wanted to say to the other in a sort of written dialogue. The journals helped develop reading and writing competence. Staton says that journal writing is effective because it "draws on the student's already acquired native competence in using the conversational style of oral language, audience feedback, and physical and social contexts to communicate effectively." This approach offers many pedagogical possibilities for the adult ESL literacy instructor.

* Vella, Jane Kathryn. *Learning to Listen: A Guide to Methods of Adult Nonformal Education*. Amherst, Massachusetts: Center for International Education, 1979.

Vella's approach is based upon the work of Malcolm Knowles and Paulo Freire. She discusses: 1) ways of learning to listen to students and members of a community; 2) approaches to sharing knowledge instead of transmitting it, and 3) methods of problem posing education. This is a handbook of exceptional worth and insight, especially for the adult literacy instructor or tutor. It includes discussion of the use of small groups, the use of adult students' experiences, the importance of the physical environment in which teaching and learning occur, and equally important factors such as peer interactions based on shared respect between teacher and learner.

Zeitlin, Steven J., Amy J. Kotkin and Holly Cutting Baker. "Family Folklore Interviewing Guide and Questionnare," in *A Celebration of American Family Folklore: Tales and Traditions from the Smithsonian Collection*. NY: Pantheon Books, 1982.

This is a useful, step-by-step guide to collecting family folklore. Touching on technical pointers as well as ideas for developing the interviews, this article addresses the concerns of beginning researchers. Included are suggestions about who to interview, how to conduct an interview, and what to do with the findings. A sample questionnaire is appended.

C. Materials for developing curriculum with students

Auerbach, Elsa and Nina Wallerstein. *ESL for Action. Problem-Posing at Work*. Reading, MA: Addison-Wesley, 1987.

This is the only commercially available *student* text which follows a problem-posing approach. As such, it is useful as a model for designing a curriculum and materials in non-workplace settings. It also includes lessons appropriate for family literacy ESL classes on life journeys, the family and work, the English class, discrimination, and others.

Barndt, Deborah, Ferne Cristall and dian marino. *Getting There: Producing Photo Stories with Immigrant Women*. Toronto: Between the Lines, 1982.

This volume documents the process of producing photo stories through two case studies. It includes ideas for classroom activities and many photos for possible use with students.

Ellowitch, Azi. *Tell Me About It*. Philadelphia: Urban Studies and Community Services Center of LaSalle University, 1986 (5501 Wister Street, Philadelphia, PA 19144).

The curriculum materials that comprise this volume are based on the oral histories of six people from diverse cultural and language backgrounds. The stories are used as catalysts to draw out student experiences, ideas, and opinions, and provide a context for the learning of new words and structures. Lessons combine exercises for the practice of specific sub-skills with open-ended discussion questions that can be used to focus on the experiences of the class.

Ellowitch, Azi. *What's On Your Mind?* Philadelphia: Urban Studies and Community Services Center of LaSalle University, 1983.

This adult basic education reader focuses on the theme of work. Unlike the information-packed survival skills texts that share that focus, this book builds lessons around people's feelings, experiences, and thoughts about work. Each lesson begins with a short piece of simple literature by a student or a professional

writer, followed by a variety of grammar exercises, discussion questions, and writing activities that ask students to bring their own thoughts and experiences to the subject. Much of the book is easily applicable to an ESL setting.

Ellowitch, Azi. Karen Blatt and Martha A. Lane. *We're All In This Together.* Philadelphia: LaSalle Adult Learning Project, LaSalle University, 1985.

This short but provocative collection of stories and photographs chronicles the difficulties faced by various ethnic and language minorities. The only accompanying language exercises are critical thinking questions that invite the reader to empathize with various characters and situations and to address the broader thematic question, "How can we make it better?"

Hawkins, Carria. *Teaching Reading Through Oral Histories.* Philadelphia: Lutheran Settlement House, 1984.

While there is a brief introduction about the process of collecting oral histories, this volume consists mainly of a collection of student stories with exercises suitable for use in teaching literacy.

Luttrell, Wendy. *Women in the Community: A Curriculum Manual for Students and Teachers.* Philadelphia: Lutheran Settlement House, 1982.

A thematically organized set of adult high interest readings for ABE students. Includes units on parenting, education and unemployment. Some of the selections may be too high level for ESL literacy students but topics are affectively loaded and relevant.

Vasquez, Ely Patrice Martinez. *The Story of Ana.* Pasadena, CA: Hope Publishing, 1985.

This is the story of a girl who moves with her family from El Salvador to Los Angeles, escaping the war and entering a new and unfamiliar culture. Written with the help of her teacher and illustrated by classmates, this short book is a model for creating high-interest literacy materials with students from student experiences. Its bilingual format helps learners develop native language as well as English literacy.

Wallerstein, Nina. *Language and Culture in Conflict: Problem-posing in the ESL Classroom.* Reading, MA: Addison-Wesley, 1983.

The book adapts the Freirean literacy approach to ESL, with sections on the rationale for the approach, the method, materials development, teaching techniques, and sample student units. It is the single most comprehensive guide to developing a participatory problem-posing adult ESL curriculum.

D. Alternative reading materials

1. Student-generated materials

Bernard, O. "My Story." Toronto: Public Library Board, 1986.

This is an attractively published short story written by a Jamaican immigrant about her struggle to improve her life. She describes the changes that came about through her participation in a Canadian literacy program, and ends with a letter that expresses her feelings about being unable to read and write.

Working Together. Toronto: East End Literacy Press, 1985.

This photo-story is part of a series of materials intended for use by ABE and ESL students. Stories are written by students themselves or about issues and themes they have generated. *Working Together* is about a student meeting where participants share their needs and abilities to decipher various printed forms. East End Literacy Press has materials designed for a range of literacy levels.

"The Writer's Voice," East End Literacy Press. See Section VI for address.

Each quarterly publication centers on a theme around which ABE students have written stories relevant to adult learners. Useful for ESL students as well, the journal includes word games and puzzles to expand literacy work.

2. Oral histories

The Cambridge Women's Quilt Project. *A Patchwork of Our Lives: Women's Stories in Words and Fabric*. Cambridge, MA: The Cambridge Social History Resource Center, 1982.

The Cambridge Women's Quilts are vibrant documents of local women's history created by sixty Cambridge women ranging in age from eight to eighty. Each of the fifty-two appliqued squares is accompanied by a story by its creator, which shares a little bit about her and the image she has sewn. This is a collection of those stories.

Cohen, Cindy. *From Hearing My Mother Talk: Stories of Cambridge Women*. Cambridge, MA: The Cambridge Arts Council, 1979.

These stories were told by older women who come from a diversity of cultures, languages, and communities. Their stories represent a variety of experiences, but focus primarily on life in Cambridge neighborhoods. The authors write, "We were particularly interested in the perspectives of women because their stories have been largely ignored, and because they relate the essence of family and and community life."

Elsasser, Nan, Kyle MacKenzie, and Yvonne Tixier y Vigil. *Las Mujeres*. Old Westbury, NY: The Feminist Press, 1980.

Las Mujeres is an oral history of four generations of Hispanic women of New Mexico, dating back to the time when New Mexico was a Spanish-speaking territory. They have described their lives because they want to help document a culture and a heritage which has triditionally been passed on orally. In this collection, the women discuss themes central to their lives: the shift from rural to urban life; the struggle to preserve culture and traditions; family relations; efforts to cope with discrimination; the struggle for education, jobs, and careers; service to family and community; and dedication to social change.

Higgins, James and Joan Ross. *Southeast Asians: A New Beginning in Lowell.* Lowell, MA: Mill Town Graphics, 1986.

This book is a collection of photographs of Lowell, Massachusetts' newest group of immigrants—Southeast Asians. It is divided into three sections, representing Cambodians, Vietnamese and Laotians. Each section begins with a brief historical overview of how and why that group has come to the United States, followed by a series of stunning photographs of the people in their new surroundings. The accompanying quotes have been translated into all three languages, so that the book is accessible and useful to the Southeast Asian community as well as the ESL learner. As a pictorial reader, this visually powerful expression of immigrant life can help students discuss their shared experiences and concerns.

Lifelines Oral History Project. *The Mango Tree.* Cambridge, MA: Cambridge Arts Council, 1987.

The *Mango Tree* is a collection of stories by multicultural students in grades 5-8 in the Cambridge Public Schools. They were collected as part of an oral history project and reflect the richness of people's lives as they are uncovered in these personal tales.

Morales, Aurora Levins and Rosario Morales. *Getting Home Alive.* Ithaca, NY: Firebrand Books, 1986.

Here two women, mother and daughter, Puerto Rican, American and Jewish, intermingle their poems and short essays in one volume. They write "about the world, about women's lives, and about how being who we are has shaped us."

Pierce, Olive. *No Easy Roses.* Cambridge, MA: Massachusetts Foundation for Humanities and Public Policy, 1986.

This collection of photographs and oral histories reflects life in an urban, multicultural high school. Its contributors speak frankly about their lives, fears, hopes, and expectations.

Rogovin, Janice. *A Sense of Place/Tu Barrio.* Amherst, MA: The Massachusetts Foundation for Humanities and Public Policy, 1981.

This collection of photographs and interviews, presented in a bilingual format, expresses the views of people from a working class community that is slowly becoming unaffordable for the people who have made their lives there. These are their words, describing what living in Jamaica Plain means, or has meant to them.

3. Journals

Connections: A Journal of Adult Literacy. Adult Literacy Resource Institute, Roxbury Community College, 625 Huntington Avenue, Boston, MA 02115.

This journal is intended to provide a means for adult educators to communicate with their colleagues. As such, its articles are written by teachers interested in participating in a dialogue about current teaching issues, theories and practices. Articles are selected to reflect the diversity of conceptual frameworks, approaches and activities taking place in adult basic education, to be of practical use in the field, and to be interesting and readable. The authors utilize their first-hand experiences to explore issues ranging from program design and student/educator roles to alternative and innovative classroom practices.

Convergence. 29 Prince Arthur Avenue, Toronto, Ontario, Canada M5R 1B2.

Convergence is the quarterly journal of the International Council for Adult Education. It addresses the issues, practices and developments in the field of international adult and nonformal education. It offers rare opportunities to learn about literacy projects in all parts of the world.

Focus on Basics. World Education, 210 Lincoln Street, Boston, MA 02111. $10.00 a year (3 issues).

Focus on Basics is a resource bulletin providing adult educators with information on innovative and effective teaching practices currently used in basic-skills programs throughout the country. It is published by World Education, a non-profit organization. Each issue includes information on materials, methods, exemplary programs, and lists of where to get other publications.

Participatory Research Newsletter. 229 College Street, Suite 309, Toronto, Ontario M5T 1R4

This newsletter, produced twice yearly by the Participatory Research Group, is a forum for activists, educators and researchers working for social change. It addresses issues of popular and adult education, literacy, organizational development, research and evaluation from a participatory perspective, including articles about theory and practice, case studies both in Canada and internationally.

Passage: A Journal of Refugee Education. Center for Applied Linguistics, 1118 22nd Street NW, Washington, D.C. 20037.

This journal was established to provide an exchange of information among the staffs implementing the Overseas Refugee Training Program and service providers in the U.S. Its articles are written by teachers and teacher trainers working with Southeast Asian refugees in the refugee processing centers in Thailand and the Philippines. They provide useful cultural information, classroom activities and ideas for curriculum development.

The Quilting Bee. Refugee Women in Development, Inc., 20 F Street, NW, Fourth Floor, Washington, D.C. 20001.

This is the monthly newsletter of the only national program for refugee women. The organization aims to promote the economic self-sufficiency and social adjustment of women from diverse ethnic backgrounds through direct training, technical assistance, research, and public education. Their publication is produced in eight refugee languages.

RAPAL: Research and Practice in Adult Literacy. Bolton Royd Centre Manningham Lane, Bradford, West Yorkshire BD8 7BB

This bulletin reports news, events, and views on topics relevant to research-practitioners in adult basic education. "Research" includes the critical questioning, reflection upon, and sharing of ideas that is part of the everyday practice of learning. Using this definition, the journal challenges the traditional notion of research as an "expert's" objective examination of problems and behaviors.

Singer, Katie (Ed.). *MOSAIC*. South Boston: South Boston High School, 95 G Street, South Boston, MA 02127.

Mosaic is a yearly journal of autobiographies, oral histories, and photos by students at South Boston High School, an urban, multicultural working class school. The stories are powerful accounts of the experiences of young American, immigrant and refugee students. They are interesting both as texts which reflect the realities of urban life and as models of a writing process. These journals are among the best examples of the new genre of student literature.

*Annotation quoted from Kazemek, Francis and Pat Rigg. *Adult Literacy: An Annotated Bibliography*. Newark, Deleware: International Reading Associaton, 1984.

VI. ADDITIONAL SOURCES OF INFORMATION

Boehnlein, Mary Maher and Beth Haines Hager. *Children, Parents and Reading: An Annotated Bibliography.* Newark, Delaware: International Reading Association, 1985.

This extensive bibliography lists materials for: 1) parents with sections on preschool, elementary, secondary and general information. References include articles on the benefits of parental involvement and "how to's" for different age groups. 2) professionals interested in fostering parental involvement including books, journal articles and research, parent involvement program descriptions and home activities. It also includes booklets and pamphlets for parents, periodicals for children and parents, and further bibliographies. There is no specific section dealing with language minority or ESL families, and few of the entries focus on this group.

Kazemek, Francis and Pat Rigg. *Adult Literacy: An Annotated Bibliography.* Newark, Delaware: International Reading Association, 1984.

This bibliography includes works that discuss: the state of adult literacy in the United States; definitions of and perspectives on illiteracy; philosophical assumptions underlying literacy education; research on literacy; and strategies and resources for the classroom. While there is not direct attention to ESL literacy, many selections treat issues that are focal concerns for workers in that field.

More student-centered materials are available from:
Women's Programs
Lutheran Settlement House
1340 Frankford Avenue
Philadelphia, PA 19125

Further information about oral histories can be obtained from:
The Cambridge Social History Resource Center
c/o The Cambridge Arts Council
57 Inman Street
Cambridge, MA 02139

An extensive bibliography of other materials relevant to participatory ESL can be found in: Auerbach, Elsa and Nina Wallerstein, *ESL for Action: Problem-Posing at Work. Teacher's Guide*. Reading, MA: Addison-Wesley, 1987.

An annotated bibliography on participatory research and popular education, along with guidebooks for practitioners are available from:
Participatory Research Group
229 College Street #309
Toronto, Ontario M5T lR4
Canada

Additional materials written by students can be obtained from:
East End Literacy Press
265 Gerrard Street East
Toronto, Ontario M5A 2G3
Canada

Additional Home and School Institute materials can be ordered from:
The Home and School Institute
1201 16th Street N.W.
Washington, D.C.

Additional information about paired reading is available from:
Keith Topping, Director of Educational Services
Oldgate House
2 Oldgate
Huddersfield HD1 6 QW
West Yorkshire, England

A bibliography of Epstein's work on school uses of parent involvement can be found in *Issues of Parent Involvement and Literacy:* Proceedings of the Symposium held at Trinity College, Washington, D.C. June 6-7.